



[MARIA TERESA MIRABAL]

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: (06M319)

ADDRESS: 21 JUMEL PLACE, NEW YORK, N.Y. 10032

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 319 **SCHOOL NAME:** Maria Teresa Mirabal

SCHOOL ADDRESS: 21 Jumel Place New York, N.Y. 10032

SCHOOL TELEPHONE: 212 923-3827 **FAX:** 212 923-3676

SCHOOL CONTACT PERSON: Ysidro Abreu **EMAIL ADDRESS:** YAbreu@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Tammy Scott

PRINCIPAL: Ysidro Abreu

UFT CHAPTER LEADER: Tiffany Braby

PARENTS' ASSOCIATION PRESIDENT: Henry Bonilla

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 06 **CHILDREN FIRST NETWORK (CFN):** C.E.I.P.E.A. (CFN 532)

NETWORK LEADER: Alan Cohen

SUPERINTENDENT: Martha Madera

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Ysidro Abreu	*Principal or Designee	
Tiffany Braby	*UFT Chapter Chairperson or Designee	
Henry Bonilla	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Fidelina Baez	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Vivian Morales	Member/Parent	
Eugenia Nunez	Member/Parent	
Yanira Baez	Member/Parent	
Marilin Salcedo	Member/Parent	
Jay Colon	Member/Staff	
Tammy Scott	Member/Staff	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

MS 319 offers a small learning community where students receive personal attention from all staff members. We provide our students with a nurturing small middle school environment. The school is grounded in the application of math, science, and language arts in which teachers, students, and administrators are constantly learning and growing, creating a community of adolescents and adults joined together in a network of support, responsibility, and accountability for student achievement.

M.S. 319 is in good standing as per NCLB. Three sets of values guide all of our practices: **perseverance, achievement, and excellence.**

Perseverance breeds achievement. Repeated success will encourage our students to excel (believe in themselves). Students are the center of the learning experience and our classrooms invite students to use their inquiring minds and apply their learning in the production of a final product. Students will benefit from the school atmosphere highlighting academic rigor and character development. These attributes will lead our students to excel and earn MS 319 a stellar reputation. Our community of learners and family celebrate achievement. Ultimately we provide our youngsters with the opportunity to take their place in the most prestigious high schools in New York City.

MS 319, Maria Teresa Mirabal School, prepares adolescents for academic excellence through a rigorous high school preparatory curriculum founded in the applied learning of math, science, and language arts. This academic foundation will prepare youngsters to become the leaders of the 21st century. Our school is grounded in the philosophy of addressing the whole child. M.S. 319 will serve as a community resource, so that members of the community are proud of and assured that their children will succeed. Our school atmosphere will bring to life the 'No-Child Left Behind Act' in which we truly bring to life the American dream of equity: *Be all things to all people.* We will bring our students the Maria Teresa Mirabal dream: *"We will continue to fight for that which is just" We will persevere, achieve, and excel.*

The Maria Teresa Mirabal School, M.S. 319 is located in Washington Heights. We are comprised of 13 general education classes of approximately 30 students each in grade 6, 7, and 8 with 3 additional self-contained special education class of 12 students each, 1 bilingual inclusion class, 2 dual language classes, and 3 bilingual classes. Our student population is currently at 566 students, of which 93% are Latino, and 7% are African American. Currently 35% of our students are English Language Learners (ELL), 99% of the student population is eligible for free lunch and 18% of our students receive IEP generated services.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	M.S. 319 - Maria Teresa								
District:	6	DBN:	06M319	School BEDS Code:	310600010319				
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7	√	11		
	K		4		8	√	12		
	1		5		9		Ungraded	√	
	2		6	√	10				
Enrollment				Attendance - % of days students attended:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		92.9	93.1	TBD		
Kindergarten	0	0	0	Student Stability - % of Enrollment:					
Grade 1	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	0	0	0		93.7	93.1	TBD		
Grade 3	0	0	0	Poverty Rate - % of Enrollment:					
Grade 4	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	1	0	0		87.6	92.1	98.3		
Grade 6	149	154	206	Students in Temporary Housing - Total Number:					
Grade 7	157	162	160	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	160	165	169		8	19	TBD		
Grade 9	0	0	0	Recent Immigrants - Total Number:					
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		29	32	19		
Grade 12	0	0	0	Special Education Enrollment:					
Ungraded	5	3	3	(As of October 31)	2007-08	2008-09	2009-10		
Total	472	484	538						
				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	34	33	28	Principal Suspensions	19	20	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	6	Superintendent Suspensions	12	41	TBD		
Number all others	38	48	50	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2007-08	2008-09	2009-10		
				CTE Program Participants	0	0	0		
				Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:					
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10		
(As of October 31)	2007-08	2008-09	2009-10						
# in Transitional Bilingual Classes	88	92	75	Number of Teachers	42	41	TBD		
# in Dual Lang. Programs	0	0	10	Number of Staff - Includes all full-time staff:					
# receiving ESL services only	61	82	68	(As of October 31)	2007-08	2008-09	2009-10		

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	6	7	46	Number of Administrators and Other Professionals	10	11	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	3	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	7	10	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	23.8	56.1	TBD
				% more than 5 years teaching anywhere	28.6	34.1	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	71.0	80.0	TBD
American Indian or Alaska Native	0.2	0.0	0.0		79.3	96.9	TBD
Black or African American	8.5	8.9	6.7				
Hispanic or Latino	90.0	90.5	92.4				
Asian or Native Hawaiian/Other Pacific Isl.	0.4	0.0	0.2				
White	0.8	0.6	0.7				
Male	54.7	55.2	58.7				
Female	45.3	44.8	41.3				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	√	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-	-				
Multiracial							
Students with Disabilities	√sh	√	-				
Limited English Proficient	√	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	85.6			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	15			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	25			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	43.3						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	2.3						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

E.L.A.

Formal and Informal data analysis tools revealed:

- Major area of strength was Critical Analysis (on the school-wide and grade-wide levels). Areas of concern were Literary Response and Expression and Information and Understanding that is school-wide and grade-wide as per *MS319 Unit 3 Test* (NYstart information not available as of yet).
- *School-wide comprehension level- Analyze* Renaissance STAR reports to determine each child's ZPD, utilize goal setting and literary skills analysis features to improve comprehension level.
- School-generated item analysis "Unit Tests" are constructed to identify strengths and weaknesses in student performance of specific skills and strategies.

Through analysis of school generated "Unit Tests" school wide monitoring progress to meet targets, setting of benchmarks to monitor growth prior to state assessment and targeting of subgroups with establish benchmarks tools to measure students' success and mastery. Established benchmark dates to assess student needs and progress through item analysis and track identified goals by percentage increments of 1% for Yr'2010 - February /March, June, November, December; Yr' 2011 –January 3%, February/March, June 1% to scrutinize how many students in each level and how they are moving from one level to the next.

Analyze school generated standardized assessment results given in the June of 2010 to current 6th & 7th grade students and administer the 2010 Grade 6 ELA Test in September 2010 to entering 6th grade students to gauge student needs, identify academic intervention services needed, student performance levels and to target critical instruction through data-driven assessment.

- Analyze simulated English Language Arts standardized assessment results given in the Summer of 2010 to gauge student progress, effectiveness of intervention programs and performance, and to target future instruction using data-driven assessments.
- Analyze unit and state test data using computer software to group students based on strengths and weaknesses.

- *Data-Driven Instruction*: Standardized assessments will identify the skills that have been mastered and the skills that need more focused attention on the individual, class and grade-wide levels.

Incessant reflection of literacy instructional protocols and practices assist significantly in the school's continual improvement through initiatives that seek to ensure school wide academic rigor and systemic practices that are embedded throughout all literacy classes:

- Division of Literacy classes homogeneously to spotlight individual student deficiencies and increase student success.
- Literary Reading Success Programs
- Self Management of Learning
- Push Folders (common areas of problem skills between the State Assessment and Final tests.)
- Renaissance Literacy
- Instructional Clinics targeted and differentiated to meet student areas of concern as determined by the teacher's assessments and unit tests
- Academic Intervention Program that focus on fluency, reading comprehension (SRA and Read 180), and remedial writing. (levels per program)
- Independent reading with purpose setting questions, guided/shared reading, grammar studies and vocabulary quizzes that assess strategy taught for the week, and Unit Tests.
- Assessment Tools: Unit Test results, NYSTART 2010 ELA test results when available.

The most significant aids to the school's continuous improvement are:

- Division of Literacy classes within a "3" way split with a 20:1 ratio to spotlight individual student deficiencies and increase student success.
- Schoolwide monthly skills focus that transfers and instill literacy skills and strategies across content areas
- Schoolwide weekly Idiom quizzes that focus on having students become proficient in determining literal meanings from figurative language
- After school programs including remediation, acceleration, and boot camps.

Inculcating an Essential Writing Curriculum

- School wide "mini-clinics" that focus on essay writing and the essential elements of writing to improve writing skills
- Unit test to track and analyze student performance
- In class skills based 'mini-clinics' that focus on reading and writing skills to correct deficiencies.
- School wide Clinics that focus on inculcating reading and writing skills and the application of strategies.
- Pull outs are based on ELA essay test scores and center on individual assessments of weaknesses targeted through practice of skills and strategies as well as moving strengths toward proficiency.
- Teachers are reflective and have the freedom to adjust curriculum based on the assessments given. Conferencing allows teachers to differentiate instruction and place students in weakness-based groups for practice. The ELA and Unit Test Scores are assimilated within the curriculum.
- Copulative school-wide Literacy Clinic intervention is administered through intense sessions stressing students' strengths and weakness.
- Use of data to for classroom instruction, planning, small group instruction and differentiate instruction,

- Infusion of technology – smart board, independent learning centers, and Microsoft Word Track Changes to give student writing feedback
- Analysis of diagnostic test to identify student strengths and weaknesses, using data to plan and implement differentiated instruction

MATH.

The Math department at M.S. 319 believes that every child can achieve and excel to their full potential if given the opportunity to interactively create math understanding in our school learning takes place through multiple fashions including use of manipulatives, small groupings, and technology.

Each student is engaged in problem solving and critical thinking in a way that is meaningful and relevant to their personal experiences. Students are encouraged to express mathematical understanding through their writing, classroom discourse, use of accountable talk, and listening to others' points of view. In the math classroom students use the Independent Learning Centers to foster a self-directed, reflective learning environment for **all** students. Technology lives in the math classroom through the use of Smart boards, laptops and computers. Students are assigned portfolio tasks that connect key concepts, skills and capitalize on opportunities to make connections to extend in-depth learning for all students.

We use a variety of assessment tools that include generating instruments to gather information and quantify student learning. As a result instructional activities and initiatives are created and implemented to attain student success in Mathematics. The math team collaborates with one another to support student learning and teacher growth in responsive and appropriate ways. The department sees each student and teacher as individual and thus determines action plans tailored to their needs.

Student achievement at M.S. 319 has been reflected through the following:

- *Analyze school-generated "Unit Tests" targeted to identify strengths and weaknesses in student performance. Strengths across the sixth grade were identified in the Number Sense and Geometry strands. Strengths in the seventh grade were Geometry and Probability and eighth grade was Geometry.*
- *Through analysis of school generated "Unit Tests" establish benchmarks to measure students' success and mastery.*
- *Analyze school generated standardized assessment results given in June of 2010 to current 6th & 7th grade students and administer a baseline assessment in September 2010 to entering 6th grade students to gauge their needs, identify academic intervention services, performance levels and to target critical instruction through data-driven assessment.*
- *Analyze ARIS test data using computer software to group students based on strengths and weaknesses.*
- *Data-Driven Instruction: Standardized assessments will identify the skills that have been mastered and the skills that need more focused attention on the individual, the class and grade-wide levels.*
- *Instructional Clinics targeted to meet student areas of concern as determined by the teacher assessments, Unit Tests results, NYSTART (Grow Report) report and 2009-2010 NYSTP test results.*

- *Unit Exams for 6th, 7th, & 8th grades mirror the NYS exams to serve as benchmarks to measure progress, to zoom in on movement or stagnation, and to identify areas of focus and concern within each strand*

In addition the math department targets content weaknesses of sub groupings by gender and ethnicity as identified on the skill analysis.

The one barrier we have experienced to the school's continuous improvement is the changing criteria by which the yearly assessments are evaluated. Improvement cannot be made and is difficult to measure if the criteria changes from one year to the next. Scores that were level two one year, the next year the same score was a level one. This was due to the change of range, increasing the number of questions students ought to have correct to obtain a level 2, 3 and 4.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

1. E.L.A.

By June, 2011 there will be a 3% increase in student achievement as reflected on the ELA Interim Assessments (given in October, January, March and June)M.S. 319's goals are to increase the reading achievement level of all students by 3% from the September E.L.A. Pre-Assessment to the June E.L.A. Post Assessment, through rigorous and systemic instruction as exemplified through New York English Language Arts Performance Standards by creating unit exams that mirror performance indicators through which quantified benchmarks are established. Student performance trends revealed weaknesses within the content strand of Information and Understanding and Literary Response and Expression. This movement will affect the increase of level 2, 3 and 4 in these assessments. Specific skills and strategies that showed areas of concern were stated vs. unstated main idea, making inferences, determining the meaning of unfamiliar words, and recalling relevant text details.

2. Social Studies

Annual Goal(s):

3% improvement in number of students at each level (except Level 1), as measured by performance on quarterly unit examinations. (Given in October, January, March and June)

Evidence of Student progress

- Through portfolios, all students will be able to show at least 10% improvement in their content Area of Focus and half a level in their writing Area of Focus as determined from each quarterly unit examination. Improvement will be demonstrated through Area of Focus fact quizzes, over 80% on Study Island quizzes and/or completion of text-book reading and higher-order thinking questions.
- Fact quizzes will track student progress on topics that appear on Unit Tests. Target performance level for each class in 80% average. Highly-missed questions will be repeated in subsequent quizzes. Topics that many students miss will be revisited by teachers during regular instruction and used to create Vacation packets.
- Students will work on DBQ essays in class using the Social Studies rubric and exemplars as scaffolding. These essays will be graded by teachers and students will have the opportunity to rewrite their Areas of Focus. These essays will help prepare for the Unit Test essays.

3. Math

By June 2011, there will be a 3% increase in student achievement as reflected on the Math Interim Assessments. (Given in October, January, March and June) M.S. 319's goals are to increase the mathematics achievement level of all students by 3% from the September Math Pre-Assessment to the June Math Post Assessment.

- Increase the math achievement levels of all students, including ELLs and those in Special Education (level 2 and above).
- By June 2011, all teachers will create an atmosphere where students can self manage their learning through school wide systems to improve academic performance.
- Provide effective mathematics Academics Intervention Services to all low performing students and to provide enrichment classes to students in areas of applied math.
- Reflect on our instructional practice to improve student achievement. Teachers will participate in a weekly study group session in a four week cycle.

4. Science

By June 2011, 60% of the 8th grade students (All 8th graders are taking the exam for the first time so there is no comparison.) will obtain a level 3 or better on the NYS Science exam. Students will demonstrate a 3% increase from Unit test Practicum component to Unit test Practicum component. This will increase a hands-on approach to learning that actively engages students of all academic levels. (Given in October, January, and March)

5. Technology

By June 2011, 70 percent of all students will have demonstrated proficiency in the Technology Multiple Choice Test (school created) and Technology Performance Test (school created) in accordance with the MS 319 Technology Pacing Calendar. This test is based upon and utilizes the National Educational Technology Standards as a foundation for this test. There is a pre-test in September and a post-test in June.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language Arts Goal #1

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June, 2011 there will be a 3% increase in student achievement as reflected on the ELA Interim Assessments (given in October, January, March and June)</p>																					
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ○ Steady progress on benchmarks established by teachers at each grade level (Uniform Unit tests) including ELL’s and special needs students ○ 70% of students, by June 2011, will be able to determine the meaning of words and phrases as they are used in fiction and non fiction texts, including figurative language. ○ By June of 2011, students will produce the following required pieces of writing: <table border="0" style="width: 100%; margin-left: 20px;"> <tr> <td style="text-align: center;">Grade 6</td> <td style="text-align: center;">Grade 7</td> <td style="text-align: center;">Grade 8</td> </tr> <tr> <td>Personal Essay</td> <td>Personal Essay</td> <td>Personal Essay</td> </tr> <tr> <td>Literary Essay</td> <td>Literary Essay</td> <td>Literary Essay</td> </tr> <tr> <td>Biography</td> <td>Persuasive Essay</td> <td>Feature Article</td> </tr> <tr> <td>Realistic Fiction</td> <td>Realistic Fiction</td> <td>Realistic Fiction</td> </tr> <tr> <td>Poetry Anthology</td> <td>Poetry Anthology</td> <td>Poetry Anthology</td> </tr> <tr> <td>Non Fiction Article</td> <td>Non Fiction Article</td> <td>Non Fiction Article</td> </tr> </table> ○ Implementation of a comprehensive instructional approach including: <ul style="list-style-type: none"> ○ 90 minute blocks of reading and writing workshop in a balanced literacy approach ○ Intensive professional development ○ Common planning time for teachers ○ After School programs ○ Pull-out/push in programs and services for targeted student population (Including Special Education and ELL’s) ○ Professional Development programs targeted to enrich teacher effectiveness and engage students in an academically rigorous environment ○ Instructional Clinics targeted and differentiated to meet student areas of concern as determined 	Grade 6	Grade 7	Grade 8	Personal Essay	Personal Essay	Personal Essay	Literary Essay	Literary Essay	Literary Essay	Biography	Persuasive Essay	Feature Article	Realistic Fiction	Realistic Fiction	Realistic Fiction	Poetry Anthology	Poetry Anthology	Poetry Anthology	Non Fiction Article	Non Fiction Article	Non Fiction Article
Grade 6	Grade 7	Grade 8																				
Personal Essay	Personal Essay	Personal Essay																				
Literary Essay	Literary Essay	Literary Essay																				
Biography	Persuasive Essay	Feature Article																				
Realistic Fiction	Realistic Fiction	Realistic Fiction																				
Poetry Anthology	Poetry Anthology	Poetry Anthology																				
Non Fiction Article	Non Fiction Article	Non Fiction Article																				

	<p>by the NY Start reports, unit exams, teacher assessments and 2010 ELA test results.</p> <ul style="list-style-type: none"> ○ Teacher-created enrichment programs that target student needs and interests ○ Staff Training: Teachers will be trained in the use of Independent Learning Centers so that they may foster effective use of this entity to their students for classroom use. ○ Self Management of Learning: Students will be able to get dictionaries, thesauruses, and utilize computers (ILC) whenever they are needed, to assist them with the understanding of content based vocabulary in non fiction and fiction texts. Students will pre read texts selecting words they do not recognize or know the meaning of. ○ Weekly Vocabulary Words: Coaches will disseminate weekly vocabulary words. In addition, teachers will add Tier III content area words based on independent reading books and non fiction literary baskets the students are using. ○ Weekly Vocabulary and Idiom Quizzes: This will include pre and post assessments given, and should reflect 3% from pre to post test. <p>Immersion in all Genres of Reading: This will include a non fiction unit of study, non fiction literary baskets, independent reading books with purpose setting questions, and conferencing foci with teachers.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Exc-ELL program to support all ELA Teachers Coaches teach 10 periods per week each ELA teachers have common preparatory periods and weekly study group</p> <p>Funding: Title I, Title III, SIFE, and Tax Levy will be utilized for per session and per diem activities and instructional supplies and aides to help support these goals, including afterschool academic intervention and enrichment programs, professional development workshops and hands-on training for new and struggling teachers.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. (7 out of 10 students) 3 pieces of student work every two months in their portfolio that reflect the use of text features. This may include: BIG FOX Self Management sheets, Science based articles written by students which utilize text features, group tasks completed during Non Fiction based Literary Basket periods, etc. Benchmark: 3 pieces of text feature based non fiction work by November 15th; 6 pieces by January 15th; 9 pieces by March 15th; 12 pieces by May 15th. 2. (7 out of 10 students) 3% growth on vocabulary based questions on Unit Tests as well as .25 grade equivalent movement on quarterly STAR Tests. Benchmark: 3% growth from Unit Test 1(September/ October) to Midterm (January); 6% growth from Unit Test 1 to Unit Test 3(April); 9% growth from Unit Test 1 to Final(June). .25 grade equivalent

	<p><i>movement from STAR Test 1 (September) to STAR Test 2 (January); .50 grade equivalent movement from STAR Test 1 to STAR Test 3 (April); 1 grade equivalent movement from STAR Test 1 to STAR Test 4(June).</i></p> <ol style="list-style-type: none"> (7 out of 10 students) 1 period weekly utilizing Independent Learning Center working specifically with content based vocabulary on programs such as MySkills Tutor and Study Island. Benchmark: <i>3% growth on pre and post test averages in Skills Tutor Program from October to January; 6% growth on pre and post test averages from October to April; 9% growth on pre and post test averages from October to June.</i> Additional Evidence includes: Pre and post tests, Unit Tests, Vacation Packets, STAR Tests, Self Managed Portfolio Tasks, Essay Writing/ content based article writing, Cornell Notetaking (which exists as the foundation of building students note taking skills), ILC Data Print Outs (Skills Tutor and Study Island). Generating our own data by creating unit examinations that mirror the content and level of academic difficulty presented in the New York State ELA Exams. <p><u>Additionally:</u> Unit tests will be administered quarterly that mirror the English Language Arts state exam performance standards to be used as assessment tools to track mastery and areas of focus school wide of literacy content components through preset benchmarks that identify projected percentage goals; data from each unit test will be used as a directory of instructional focal points to spotlight next steps, pave a path for differentiated instruction, and facilitate instructional practices that will yield preset percentage increases of identified benchmarks.</p>
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Subject/Area (where relevant): Social Studies Goal #2

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 Social Studies students will demonstrate a 3% improvement in number of students at each level (except Level 1), as measured by performance on quarterly unit examinations. (given in October, January, March and June)</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> One week after each Unit Test: Students will determine their content Area of Focus, and, on those tests that include a writing portion, their writing Area of Focus. Students will complete tasks targeted to those areas, including notetaking, Study Island lessons, and “smart” homework. One period per week beginning in September: Students will use literary baskets, using both non-fiction texts, to deepen their understanding of Social Studies content and improve their literacy skills. Ongoing basis: ESL instruction will continue to be provided for ELLs in monolingual classes

	<p>through social studies content. Therefore, social studies instruction will incorporate ESL strategies, specifically ExCell strategies and a focus on teaching vocabulary words.</p> <ul style="list-style-type: none"> • One period per week beginning in September Technology will be integrated throughout social studies instruction for every grade. Each social studies class will complete web-based research for each unit of study, and use web-based programs such as Study Island to improve their understanding of Units of Focus. • Weekly/Bi-weekly, depending on Unit: Fact quizzes will measure student progress on key topics to ensure continued progress toward 3% improvement goal. Fact quiz questions mirror the vocabulary and rigor of State Test and Unit Test questions. • Quarterly: Students will write 3 to 5 Document-base Question Essays per year, depending on their grade level, with an emphasis on analyzing document and topics.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Department will do ongoing in class staff development through model lessons such as literary baskets, portfolio management and use of Ex-Cell strategies.</p> <p>Funding: Title I and Tax Levy will be utilized for per session activities and instructional supplies and aides to help support these goals.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Fact quizzes will track student progress on topics that appear on Unit Tests. Target performance level for each class in 80% average. Highly-missed questions will be repeated in subsequent quizzes. Topics that many students miss will be revisited by teachers during regular instruction and used to create Vacation packets.</p>

Math

Subject/Area (where relevant): Mathematics Annual Goals Goal #3

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, there will be a 3% increase in student achievement as reflected on the Math Interim Assessments. (given in October, January, March and June)</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Based upon our analysis of the data, and all relevant findings, the following are implications for our instructional program for grades 6, 7, and 8 students.</p> <ul style="list-style-type: none">• Continuation of five 90-minute math blocks.• The continuation of a school-wide grade 6, 7 & 8 grade <u>Impact</u> Math program with parallel instruction in all classes, including self-contained special education and bilingual classes.• Continued provision of intensive Academic Intervention Services to all students who are not meeting State standards and implement grade 8 regents class for students meeting the standards.• Reflecting of teaching practices and professional development.(Study groups once a week.)• Increased opportunities for the mainstreaming of special education students in general education math classes and additional support for special needs students in the general education setting• All teachers will become familiar with and use these math strategies: 1) using manipulatives, tools and technology, 2) embedding math in real life context, 3) problem-based learning for math integrating inquiry and technology, 4) recognizing, understanding and extracting mathematical relationships, and 5) using the language of math to communicate both verbally and in writing their mathematical thinking.• Curriculum guides will be developed for each grade level; opportunities will be provided for the teachers to plan collaboratively, align instructional assessments, examine and assess student work to focus instruction directly on student needs to meet standards.• Teachers will use data from Interim Assessments, MAP test and teacher generated unit tests

by grade (October, January and March) to provide instructional emphasis on students' strengths and weaknesses, and to assist in the grouping of students.

- Indicators of Interim Progress will be measured by the Teacher created Unit exams given in October, January and March.
- Teachers will reinforce math strategies during content area instruction as well as ESL.
- Investigations of best practices for sustaining and accelerating the achievement of English Language Learners.
- Administrative support in the form of pre and post observation conferences is needed to provide more constant guidance and feedback in the effective implementation of the Impact math program
- Coach intervention model (pre-coaching discussion, during coaching and post-coaching discussion)
- Conferencing math logs will be utilized at least three times per week.
- Unit Tests will be given on grade level and then skills analysis will be conducted by breaking down the questions based upon the five content strands (Number Sense & Operations, Algebra, Geometry, Measurement, and Probability/Statistics).
- Trends from the skill analyses will be analyzed and areas of concerns will be focused upon by conducting math clinics, new tasks in pull outs, portfolio tasks, math journal tasks and assistance during after school and Saturday programs
- Math calendar with school wide activities will be sent to student's home as well as recommendations to the parents of how to support these activities at home (parent school Thursday letter). Some examples of activities that will occur are: Calculator week, Protractor week, Ruler week, Content strand one week, Surface area week, and Adding fractions week.

Strategies/Activities for delivering a high-quality “first” instructional program aligned with the State mathematics standards in the language of instruction

A constructivist instructional approach will be employed to develop conceptual understandings of math skills, big ideas for 6th, 7th, and 8th grade, and their applications. M.S. 319 will utilize the Impact Mathematics program developed by The University of Chicago in connection with ideas developed by Cathy Fosnot at Math In the City. The standard-based curriculum which progress from fundamental to advanced pre and high school level materials will be taught using the workshop methodologies. The structure of the class will begin with a min -lesson leading into investigations and ending in a share or math congress. Hot Words, Hot Topics- Quick Review Math Handbook (Grades 6 – 8) and Integrated Algebra for Grade 8 will be used to supplement Impact

Mathematics and to provide additional support on concepts and problem solving. In addition, intervention materials will be utilized to attend to students' individual instructional needs (support for intervention). Students will utilize Smart Notebook software in connection to daily lessons to visualize problems in a different manner.

In all mathematics classes, students will be introduced to new concepts through mini-lessons that lead into investigations, which they conduct in groups. They will receive opportunities for supervised practice and guided work as well as re-teaching interventions, as needed and sharing best practices. During segments of the lesson, the teacher will facilitate group discussions on math concepts, problem solving strategies and probable solutions – socialized learning and accountable talk will strengthen inquiry and learning outcomes. Students will be required to explain what strategies were implemented for various problems in a Math Congress or group share at the end of every lesson. Students, parents, and teachers will be guided by the Data Driven results in helping them plot the next move for academic intervention. Student journals will be used regularly to record student understandings and articulation of strategies used in problem solving. Student journals, classroom performance, interim test results, classroom test results, portfolios, and previous years' New York State math scores will serve as a basis for individual teacher-student conferences to determine additional instructional interventions, as needed.

1) Assessments to guide instruction:

- School wide Unit Tests (October, December, March and June)
- Baseline assessment
- Identify students who will receive AIS (Quantification of growth by software)
- Review of IEPs to ensure mandates are being met
- Student Portfolios – benchmarks – December 5 tasks; March 5 tasks, and May 5 tasks
- Math Clinics (Fridays)
- Math Renaissance reports (5 week cycle – pre, mid, and post assessments)
- 37.5 Minutes – pre, mid, and post assessments
- Basic Skill assessment through one-on-one testing with pull-out teacher
- Student presentations during Math Congress to determine understanding of mathematical Big Ideas

2) Components of the Mathematics Workshop Model of Instruction:

- *Mini-Lesson:* Teachers provide an example of real life story about the mathematical concept to be addressed for the day.

- *Investigation:* Students work in a group to investigate a variety of strategies to solve mathematical problems. Through this investigation, students construct the mathematical Big Ideas for their grade level.
- *Share (Math Congress):* Students present their finding and wonderings to the class and a mathematical discourse occurs around the Big Ideas and strategies used to solve various mathematical concepts. The lesson will culminate with the students completing a journal task following the QAE format.
- *Independent Practice (Homework):* Students use the discoveries they made about a mathematical topic to solve similar problems at home independently.

3) Components of the Mathematical Classroom:

- **Instructional Materials:**

- Impact Mathematics pacing and alignment calendar
- TI-84 Graphing Calculators with Software applications
- TI-34II Calculators
- Geometer Sketchpad software on lap tops
- Manipulative Centers
- Math Library
- Software (TI Connect, TI Interactive, Plato, Smart Notebook, TI Emulator, Neo 2,
- SMART Board and airliners
- Renaissance Math
- Destination Math
- Independent Learning Center
- Exemplars™

- Implementation of a ten period math program for all 6th, 7th, and 8th grade students
- Technology training for students and teachers
- Use of assessment to drive instruction
- Three way splits in the 7th and 8th grade classroom to facilitate small class size.

Service Models for English Language Learners (ELLs)

- *3 Modalities of NYSESLAT exam:* These will be noted in the Math Conferencing Log (This log includes a page for each student in a class. In the log, the teacher will note the student's progress on particular performance indicators using a four level scale of improvement from red to yellow to green to blue.

- *Destination Math Software:* Students will use with individual headsets. Students will work on particular content strands and teachers will keep track of progress in their Math Conferencing Logs.
- *Buddy System:* One ELL learner will be paired with one Non-ELL learner in each classroom.
- *Skills Analysis:* Teachers will conduct skills analysis of each Unit Test given and will provide assistance to students after the exams during math clinics and with math portfolio tasks.
- *Before/After School Programs:* The bilingual math teacher will provide instruction using Destination Math, Math Jump, and or/ Math High Five.
- *QTEL(Quality Teaching for English Language Learners) Math strategies-* Teachers will implement appropriate tasks to engage students in the lesson.
- *Parent Involvement:* Parent workshops will be conducted to assist parents in assisting their children with math. Included will be one Math Night to provide parents a snapshot of the learning involved in their child's classroom.

Program Models for Special Education Students

- *Weekly team meetings* for 6th, 7th, and 8th grade including special ed math teacher to modify Impact math lessons
- *Math Pull-Out* and Push In for resource room students
- *Math Clinics:* Students from all math classrooms will be mixed into a special program based upon their individual needs from skills analysis.
- *Hands-On math* lessons where students learn math by “doing”(i.e. use of math manipulatives, and real world applications)

Professional Development:

A school-based Professional Development Team will include the Principal, a full-time Math Coach, and other essential participants. Proposed Professional Development topics:

- Weekly study groups
- Stages of Implementation
- Differentiated Instruction
- Effective Group Work Strategies
- Providing effective feedback to ensure quality student work
- Use of Technology in the Mathematics Classroom

- Use of Assessment to Guide Instruction
- Using backward design lesson planning
- Incorporating *Exemplars* in the math classroom
- Investigation ideas for each of the Five Standards
- Pacing with the Workshop Model of Instruction
- Organization and Use Of Math Manipulatives in the Classroom
- Constructing the Big Ideas in Middle School Math
- Use of Long Term Projects with Impact and Technology
- Studying the Place of Middle School Math in Student's Mathematical Journey
- Developing Early Number Sense.
- Connections Between Mathematics and Other Disciplines
- **Integrating writing in the math classroom through journal writing**
- **Developing math vocabulary through the use of weekly Fact Sheet**

Technology:

- SMART Technology
- Texas Instrument Graphing Calculators (TI-84 Plus Silver Edition)
- Scientific Calculators TI-34II
- Geometer Sketchpad
- Renaissance Math
- School web site with assignments and syllabus posted
- Library of Virtual Manipulatives on line
- Math Skills Tutor
- Destination Math
- Exemplars
- Independent Learning Centers

Parent Involvement Activities:

- Parent Workshops
- Bi-weekly syllabus
- Parent Calendar
- Weekly progress report on math quizzes

Professional Development:

A school-based Professional Development Team will include the Principal, a full-time Math Coach, and other essential participants. Proposed Professional Development topics:

- Weekly study groups
- Stages of Implementation
- Differentiated Instruction
- Effective Group Work Strategies
- Providing effective feedback to ensure quality student work
- Use of Technology in the Mathematics Classroom
- Use of Assessment to Guide Instruction
- Using backward design lesson planning
- Incorporating *Exemplars* in the math classroom
- Investigation ideas for each of the Five Standards
- Pacing with the Workshop Model of Instruction
- Organization and Use Of Math Manipulatives in the Classroom
- Constructing the Big Ideas in Middle School Math
- Use of Long Term Projects with Impact and Technology
- Studying the Place of Middle School Math in Student's Mathematical Journey
- Developing Early Number Sense.
- Connections Between Mathematics and Other Disciplines
- Integrating writing in the math classroom through journal writing
- Developing math vocabulary through the use of weekly Fact Sheet

Technology:

- SMART Technology
- Texas Instrument Graphing Calculators (TI-84 Plus Silver Edition)
- Scientific Calculators TI-34II
- Geometer Sketchpad
- Renaissance Math
- School web site with assignments and syllabus posted
- Library of Virtual Manipulatives on line

	<ul style="list-style-type: none"> • Math Skills Tutor • Destination Math • Exemplars • Independent Learning Centers <p><u>Parent Involvement Activities:</u></p> <ul style="list-style-type: none"> • Parent Workshops • Bi-weekly syllabus • Parent Calendar • Weekly progress report on math quizzes <p>Funding: Title I, Title III, SIFE, and Tax Levy will be utilized for per session and per diem activities and instructional supplies and aides to help support these goals, including afterschool academic intervention and enrichment programs, professional development workshops and hands-on training for new and struggling teachers.</p>
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Subject/Area (where relevant): Science Goal #4

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 60% of the 8th grade students (All 8th graders are taking the exam for the first time thus, there is no comparison.) will obtain a level 3 or better on the NYS Science exam. Students will demonstrate a 3% increase from Unit test Practicum component to Unit test Practicum component. (given in October, January, and March)</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Teachers will:</p> <ul style="list-style-type: none"> •1 Become familiar with the 9th Grade Living Environment course requirement. •2 A Living Environment Curriculum will be design and it will be integrated with the 8th Grade Science Curriculum. These curriculums will be designed utilizing the New York State Science Standards. •3 Teachers will participate in workshops that will train them to conduct the four required labs that students will be tested on the Regents exam. <p>Students will:</p> <ul style="list-style-type: none"> •1 Grasp an understanding of cell biology, genetics, ecology, etc. that they will be able to implement to their daily lives and to prepare for the Regents Exam. •2 Have completed the Living Environment Course and Regents Exam by June. •3 If they pass the Regents exam they will receive high school credit
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Funding: Title I and Tax Levy will be utilized for per session and per diem activities and instructional supplies and aides to help support these goals.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Assessment of science mastery and understanding will be determined through exit projects, science lab report portfolios, science expo projects- and in-house examinations.</p> <p>8th Grade students will be assessed using the 8th Grade Science State Exam.</p> <p>Those students taking the Living Environment course will be assessed based on their performance on the Regents exam.</p>

Action Plan

Technology

<p>Annual Goal #5 <i>Goals should be SMART – Specific,</i></p>	<p>By June 2011, 70 percent of all students will have demonstrated proficiency in the Technology Multiple Choice Test (school created) and the Technology Performance Test (school created) in</p>
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<i>Measurable, Achievable, Realistic, and Time-bound.</i>	accordance to the MS 319 Technology Pacing Calendar. There is a pre-test in September and a post-test in June.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> • Create Technology Assessment, Skills Analysis, and Benchmarks • Administer benchmark in January with a Final assessment in June. • Analyze and provide results to staff via department meetings • Develop and implement strategies and lessons to address weakness • Assign projects to further enhance and challenge students in the use of technology
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none"> • Create or purchase technology assessment tool • Meet with departments once a month to review technology implementation • Schedule and provide training and or professional development where necessary <p>Funding: Title I, Title III, SIFE, and Tax Levy will be utilized for per session and per diem activities and instructional supplies and aides to help support these goals.</p>
Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • Student assignments show growth and sophistication in technology applications • Student benchmark test scores show 3% improvement from Baseline Assessment and Final Assessment shows a total of 6% improvement in scores

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	85	97	N/A	12	13			
7	93	99	N/A	8	10			
8	72	42	160	9	2			
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • SRA - Small Group – during the school day • Test Prep Materials including Kaplan – Small Group – during the day • Focus on Fluency - Small Group – during the school day • Independent Learning Centers – Small Group – during the school day • Read 180- Small Group-during the school day • STARS and CARS-Small Group-during the school day • Language Essentials Grammar-Small Group-during the school day
Mathematics:	<ul style="list-style-type: none"> ▪ Mathematics interventions are determined based on quantitative as well as qualitative data. ▪ Quantitative data include the State mathematics exams and Renaissance math program <p>AIS programs used at MS 319 include the “River Deep” bilingual math program, and Renaissance Math, (see Renaissance Math data) below</p>
Science:	<ul style="list-style-type: none"> ○ All students participate in a school “Science Expo” in Spring ○ 100% of students create science inquiry-based projects that are displayed throughout the building ○ Students visit Expo and vote/rate projects using a student-friendly rubric and votes are tallied electronically ○ Students present their projects and defend their research, and field questions from students and staff members ○ All 8th grade students participate in a science “Prep Camp” in April & May The “Prep Camp” focuses on skills and strategies for the Grade 8 State exam
Social Studies:	<ul style="list-style-type: none"> ▪ Social Studies teachers are programmed with 2-3 periods of AIS (pull outs/push in) per week. ▪ Social Studies Teachers use ELA, NYSESLAT and Social Studies data to determine which students will be supported with additional AIS services (see example strengths and areas of focus) <ul style="list-style-type: none"> ○ ELA data is reviewed by both literacy and SS teachers and students’ strengths and areas of focus are determined ○ Lower level readers are given support in pull outs using S.T.A.R. reading strategies books and activities

	<ul style="list-style-type: none"> ○ Students' areas of focus are targeted in SS classes and in SS pull outs ○ The Social Studies department supports the ELA writing process by using a school-wide rubric for compare and contrast writing ○ Students receive instruction which compliments their preparation for the NYS literacy exam ○ Social Studies is taught by certified ESL teachers which enables our ELL population to receive scaffolded instruction ○ The ESL teachers who teach Social Studies scaffold the reading/texts, include language objectives in their planning and pull out lower level students as per NYSESLAT data to work on vocabulary acquisition using the ExcELL model <p>All social studies teachers receive ExcELL training by certified ExcELL facilitators, (<u>See ExcELL PD chart</u>)</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<ul style="list-style-type: none"> ▪ At MS 319 we have two guidance counselors, one English speaking and one English and Spanish speaking bilingual counselor. Our counselors are responsible for a myriad of things including but not limited to: <ol style="list-style-type: none"> 1. Meeting with holdovers weekly and monitoring student progress, motivation, attendance, check notebooks, dialogue with students about their success in school, etc. 2. Meeting with mandated students who have counseling on their IEPs 3. Attending Pupil Personnel Team meetings with Assistant Principal of AIS <p style="margin-left: 40px;">*These meetings officially take place every other Friday in the Guidance suite with the AP, both guidance counselors, one representative from Children's Aid Society and one representative from each grade in our school, 6th, 7th and 8th</p> <p style="margin-left: 40px;">*Follow up observations, parent contact, and services are then Provided by guidance and/or other service providers at MS 319</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>N/A</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>N/A</p>

At-risk Health-related Services:

N/A

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school’s submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CEIPEA	District 6	School Number 319	School Name Maria Teresa Mirabal
Principal Ysidro Abreu		Assistant Principal Alan Faulkner	
Coach Eva L. De Jesus		Coach Penelope Duda	
Teacher/Subject Area Tiffany Braby		Guidance Counselor Ruth Santos	
Teacher/Subject Area Guillermina Reynoso		Parent Mr. Bonilla	
Teacher/Subject Area Ivelisse Nunez		Parent Coordinator Willie Frias	
Related Service Provider type here		Other type here	
Network Leader Alan Cohen		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	5	Number of Certified Bilingual Teachers	3	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	2	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	571	Total Number of ELLs	227	ELLs as Share of Total Student Population (%)	39.75%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here IDENTIFICATION

Prior to the beginning of academic year 2009-2010, the MS 319 Bilingual Team reviewed available data for our incoming 6th grade students. We look specifically at the elementary school testing history, including NYSESLAT data and ELA scores when applicable. We also review cumulative records and IEPs when applicable. The team first looks to identify potential ELLs, then to place them appropriately in either Transitional Bilingual classes, monolingual classes with ESL support services. This process continues as students are registered throughout the academic year. This is the same process for the students who have been previously enrolled in our school. The team continues to review student data, scores and teacher recommendations to adjust any placements which become inappropriate due to rapid growth and progression.

With parental consent students are placed in one of our monolingual classes designated by proficiency level, with ESL support. In every grade level we place the Intermediate students with non-ELLs. Also, the Advanced students are placed separately in another class, along with non-ELLs and Proficient students ("former ELLs). Mandated ESL services are provided in accordance with Chancellor's Regulation Part 154. In addition, Social Studies instruction is provided by a certified ESL teacher in conjunction with the literacy coach and social studies team plans instruction utilizing ESL methodology.

In addition, MS 319 utilizes a free-standing ESL model for these students. The monolingual literacy teachers and math teachers meet regularly with the bilingual team (ESL teacher, Bilingual Coordinator) and literacy coach to discuss student progress.

Every monolingual subject area teacher that teaches these students is provided with:

- A minimum of 10 hours of staff development for ELL instruction
- Training on forming a buddy system (student to student) for peer tutoring
- Modality scores per student so subject teachers are able to assist students in the areas that they need help.
- Teacher study groups once a week to assist teachers in their teaching strategies for ELL's.
- ELL Focus Folders. In this folder teachers from all subjects place student work or any information that pertains to these students in relation to the language goals. Teachers meet and analyze the folder once a month to assess progress and set next steps. For example, if a student has a problem with writing, the math teacher will look at the student math journal and focus on the goal for that student that the team has established for the month. In that manner the effort of all teachers is directed in a systematic way. Content area teachers are encouraged to embed language objectives into content instruction. Staff development is continually provided to support the inclusion of language objectives into lesson and curriculum planning. Staff development sessions are held monthly for the entire MS 319 staff and weekly during study group sessions for teachers in each subject area. In addition, common planning and team meetings are encouraged and facilitated throughout the year.

PULL OUT/PUSH IN ESL

The interventions that MS 319 provides are specific to the needs of the long term ELLs. Interventions include both during and after school programs: Great Leaps, the Wilson Program, RIGOR and EMC programs, Title III after school programs to support students understanding in the subject areas. Listening centers and Play-Station educational software are also present in these ELLs classrooms to help facilitate an increase in listening and reading comprehension as well as to promote group work and cooperation among ELLs.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

Reader's Workshop, and by writing levels for Writer's Workshop. Conferencing schedules and reader response letter schedules are a Harcourt interim assessment is distributed. In February, students are assessed again with a to the NYSESLAT to assess student language competency growth and next steps. In January, the administered the progress review again. In March, the third Harcourt interim assessment and again. The utilization of school-wide unit test presents the subject teachers with the opportunity to look at every student individually by looking at the skill analysis sheet. This informs the teachers of the specific areas of weakness and strength of these students. Additionally, students participate in instructional clinics three times a year in literacy and in mathematics based on their focusing areas. Students attend the workshops that address the specific areas that they need help with. Finally in May, the NYSESLAT is administered for the state as per NCLB legislation.

Teachers also monitor students' progress closely through conferencing, journal writing, in class performance including class work, and the number of classes for each ELL program model. For all day, full day programs (e.g. Transitional Bilingual Education, Dual Language and Self-Contained ESL), classes refer to one service. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown

	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education							1	1	1					3
Dual Language							1	1						2
Freestanding ESL														
Self-Contained							1	1	1					3
Push-In									1					1
Total	0	0	0	0	0	0	3	3	3	0	0	0	0	9

through professional development sessions, such as ExcELL and QTEL, (see Section VII, Question 2).

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	227	Newcomers (ELLs receiving service 0-3 years)	95	Special Education	53
SIFE	greatly in both their	ELLs receiving service 4-6 years	76	Long-Term (completed 6 years)	86

of MS 319's classrooms. The Smartboard technology allows teachers to make their lessons graphic and visual, which enhances the understanding of vocabulary and content area material for all students. Students are also able to interact with the technology, which makes lessons more hands-on. Math, Science, literacy and Social Studies teachers all use the technology on a daily basis. MS 319 has a computer classroom and a computer room.

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	42	22	2	10	2	2	1	0	2	53
Dual Language	4	7	2	1	1	3	2	0	0	28
ESL	0	0	7	47	3	20	24	1	16	82
Total	67	29	11	69	6	25	27	1	18	163

often several levels below grade level. Students also visit the school library weekly, which contains books on a variety of levels, including non-fiction and picture books. MS 319's classroom libraries also contain a wide variety of books in Spanish and English, including content area books relating to Social Studies, Science and Math.

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
Spanish							31	29	30					90
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	31	29	30	0	0	0	0	90

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	ELL	EP	ELL	EP	ELL	EP											
Spanish													19	11	15	15			34	26	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			0	0	
TOTAL	0	19	11	15	15	0	0	34	26												

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>29</u>	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							43	25	32					100
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1							1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	44	25	32	0	0	0	0	101

Part IV: ELL Programming

A. Programming and Scheduling Information	
1.	How is instruction delivered? <ul style="list-style-type: none"> a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2.	How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)? <ul style="list-style-type: none"> a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3.	Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4.	How do you differentiate instruction for ELL subgroups? <ul style="list-style-type: none"> a. Describe your instructional plan for SIFE. b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs. c. Describe your plan for ELLs receiving service 4 to 6 years. d. Describe your plan for Long-Term ELLs (completed 6 years). e. Describe your plan for ELLs identified as having special needs.

How is instruction delivered?

a. Organizational Models

TBE Program

The goals of MS 319's TBE program is to transition students into monolingual classes within three years, while still supporting the development of the native language literacy and content area skills. Students in the TBE classes receive 450 minutes of ESL instruction per week. They also receive 225 minutes of Native Language Arts instruction per week. In Math, Science and Social Studies, instruction is allocated according to students' language ability. Therefore, teachers provide direct instruction in Spanish, but students are grouped according to their language ability. Beginning ELLs work mostly in Spanish on independent work, whereas Intermediate and Advanced students work mostly in English.

Freestanding ESL

The goal of MS 319's Freestanding ESL program is to provide ESL support to ELLs as they transition into monolingual classes. Additionally, Freestanding ESL gives students instruction in the conventions of written English, vocabulary development and support in the development of their listening, speaking and reading skills. Freestanding ESL is provided through Social Studies content to Intermediate and Advanced students and through the push-in and pull-out program.

Dual Language

Last year was the first year of implementation of the Dual Language Program. Our Dual Language Program out performed both their monolingual peers and TBE peers on both the ELA & Math Test. At MS 319, we use the 50/50 weekly model, whereby, students receive Math and ELA one week in English and one week in Spanish. This also applies to Science. The only subject taught in English is Social Studies; to assist students in Social Studies, glossaries, bilingual dictionaries and Social Studies Textbooks in both English & the Native Language.

b. Program models

In the 2009-2010 school year, the 6th, 7th and 8th grade TBE classes were self-contained classes that traveled together as a group. They received ESL in five, two period blocks per week. All students who are newly arrived in the New York City Department of Education system receive ESL instruction in a small group setting. The "Newcomers" are pulled out by a certified ESL teacher during the double-block ESL period. These students receive ESL instruction in BICS, preparing them for conversation with peers and teachers at their new school. These students also receive cultural information about their new country. The students are exposed to ESL websites on the "Independent Learning Center", which is a 4 year old initiative at MS 319. These "ILCs", are stations of 6 computers where the students can log onto websites at various language proficiency levels. The teacher for this small group of students monitors their usage and their progress. To prepare for the NYSESLAT exam, the 6th, 7th and 8th grade ELLs participate in Friday language "Clinics". These clinics are carousel style learning experiences where the students receive topics that match the areas they are having difficulty with. For example, if the student is having difficulty with prepositions of place, the child would participate in a "Clinic" on that topic. These clinics afford the children a fun opportunity to laser in on their areas of weakness without making it an arduous experience. The students earn tickets for participation as well as for correct responses, which can later be turned in for prizes. In addition to this we successfully began our implementation of the Dual Language Model in grade 6. This is a second year initiative that we are expanding as we will have a grade 6,7, and grade 8 Dual Language Class. Students that both ELL'S and EP'S receive English and Spanish Instruction on a weekly basis. One week in English and one week in Spanish. Students receive instruction in both English and the target language through ELA, Math and Science. Social Studies is taught in English. Students receive support in Social Studies via back to back books, dictionaries, glossaries and heterogeneos pairing of ELL'S with EP'S.

c. Instructional approaches and methods

Content areas

The subject area teachers include a variety of practices to support these students. Some of these are:

- List (group and label)
- Brainstorming
- Concept maps
- Literary circles using non-fiction content area text
- Question-answer relationship
- Quick writes
- Read and retell
- Semantic webs
- Role-playing

- Think-pair-share
- Writing process
- Interactive bulletin boards
- Double-entry journals
- Graphic organizers
- Vocabulary building and strengthening using ExCELL
- Semantic maps
- Visualization
- Story telling through pictures and illustrations
- ILC- Independent Learning Centers
- My Access Writing

At MS 319 every subject teacher that instructs these students is required to have a language objective for their lesson. These language objectives are determined by student work, student performance, teacher observation, informal as well as formal assessment including NYSESLAT data results by modality, Student-Teacher conferencing as well as the language required for students to better understand the content.

The assignment of students to cooperative learning groups is taken very seriously when it come to long term ELLs. The content area student performance and the student language performance are examined, then groups are formed. Cooperative groups give students the opportunity to read, listen, write, and speak for information and understanding, literary response and expression, critical analysis and evaluation, and for social interaction. The bilingual team helps the subject-area teacher to place students in groups and assists the teachers in making sure that in every subject area there is a wide variety of materials to support the ELLs. The ELLs are assigned a “Shoulder Buddy”, who can serve as a support system for the student. This peer relationship serves many purposes, as it also helps the students to think of each other as resources and therefore take ownership of their learning. In every subject there is a subject area library that has materials in both languages to assist students in that specific subject. There is also a variety of reading levels in both subjects. Renaissance levels are used in order to facilitate students’ increase in reading and vocabulary comprehension as well as to promote independence and ownership of learning.

Explicit ESL

MS 319’s ESL teachers mainly follow the balanced literacy curriculum with the TBE classes. Math instruction is also provided to ensure that students understand mathematical vocabulary in English, which will help them transition into monolingual math classes. ESL teachers employ many different ESL methodologies, depending on the content that they are presenting. For example, as part of the “modified mini-lesson” for balanced literacy, ESL teachers will brainstorm ideas about the topic addressed in the reading, as well as preview vocabulary before a read aloud or shared reading activity, using visuals to support the students’ understanding. Teachers also use picture walks, which help students build their understanding of a book’s content before hearing the story. Many of our teachers were also trained in QTEL which has many activities which extend the readers’ learning process. The QTEL pre-reading, reading and extension-of-reading activities deepen their understanding of the text, as well and activate prior knowledge and help the student make connections to their previous experiences at home or with other texts. All of these strategies – previewing vocabulary, brainstorming and picture walks – are employed to help students activate their prior knowledge about the topic, and students are encouraged to use their native language to understand English vocabulary and to make connections to the subject matter. Students also use a variety of graphic organizers to build their literacy skills, such as cause and effect organizers, Venn Diagrams, Cornell note-taking and inference/evidence T-charts.

Many of the strategies mentioned above are also used to deliver ESL instruction through Social Studies content. Teachers especially focus on the use of graphic organizers to make Social Studies content more comprehensible. Students are given support on their understanding of new vocabulary through the use of visuals, maps and globes and by connecting vocabulary terms to real-life situations. In addition, teachers focus on the 5 Habits of Mind through social studies, with an emphasis on Evidence, Significance and Point of View. ELLS in all grade levels work on a number of projects throughout the year in which they “put themselves in someone’s shoes” to build their understanding of historical events in an engaging way. These projects give them the opportunity to express themselves in writing and practice new vocabulary as well.

Push-in and pull-out programs

MS 319’s ESL teachers use the pull-out and push-in program to ensure that Beginner and Intermediate ELLs in the monolingual classes receive the mandated number of instructional minutes per week (360 minutes). Advanced ESL students still in need of language support according to their NYSESLAT and ELA levels are also pulled out or given ESL support within their literacy classrooms. ESL teachers use RIGOR and New Comers Series Books to work with students in need of support with their reading fluency during the pull-out periods. Teachers also use the EMC reading program for Long Term ELLs. Teachers work on listening skills through the use of listening centers and

discrete listening activities, as well as on writing conventions. Whether they are pulling out or pushing into their classes, ESL teachers plan with the content area teachers to ensure that they are supporting the work that happens in the classroom and that ESL students are not missing important content instruction. ESL teachers have access to the classroom teachers' conferencing logs, notes and other qualitative as well as quantitative data regarding their students. Access to existing data ensures that the students are not "Over Tested" by re-administering diagnostics that the classroom teachers already have data for. In addition, our long term ELLs and TBE students will use an innovative program called "My Access Writing", to improve and further their understanding of the writing process and direct application of high school & college readiness for essay writing.

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

a. Explicit ESL

MS 319 identifies ELLs before school begins in September to ensure that ELLs are placed in classes where they will receive ESL instruction. Therefore, all Intermediate ELLs in monolingual classes are placed in one class and all Advanced students in another. The Intermediate students receive 180 minutes of ESL instruction through Social Studies per week, and an additional 180 minutes per week through the push-in/pull-out program. The Advanced students receive 180 minutes of ESL instruction through Social Studies per week. All Beginner and Intermediate and Advanced students who are in Transitional Bilingual Education classes receive ESL one and half hours per day, for a total of 450 minutes per week, which exceeds the number of instructional minutes mandated by Part 154.

b. Explicit ELA

All ELLs in monolingual classes receive 10 periods of ELA per week. ESL teachers follow the ELA curriculum when they pull out ELLs, and plan with ELA teachers to ensure that their instruction complements the instruction in the ELA classroom. In addition, MS 319 ELA teachers are well-versed in ESL strategies, which have been proven effective for instruction for all students, not just ELLs. One of the school-wide strategies we use at MS 319 is ExcELL, which is a program that implements strategies through scaffolding instruction. The ExcELL methodology is divided into 5 components, The teaching of vocabulary, Oracy, Reading strategies, Writing strategies, and Assessment. Content area teachers, including math, ELA, social studies and science teachers use the ExcELL method to explicitly teach the vocabulary that may otherwise inhibit their students from understanding the content.

c. Explicit NLA

Students in the TBE classes receive 45 minutes of NLA instruction per day, or 225 minutes per week. SIFE students and students with low native language literacy skills as identified from the LAB and ELE tests also receive native language instruction through a pull-out program. A program named RIGOR is used to build on the native language skill for this SIFE population. The NLA curriculum has also been aligned to the ELA and ESL curricula to ensure that students begin making connections across content. The students are exposed to the same literacy skills in both English classes and their native language classes. The NLA department members also use the "Aprenda" program as an intervention tool. This program has a pre and post assessment component which quantifies the students' vocabulary, grammar and writing mechanics and listening progress.

d. Content areas (see Table A)

The language of content area classes for the TBE classes is delivered percentage wise according to the language levels of the class. For example, a 60/40 ratio of Spanish and English. For monolingual ELL classes, all students receive instruction in English. Content area teachers are trained in strategies to use for ELLs such as ExC-ELL mentioned above, and the Bilingual and ESL Coordinators work with teachers on developing their instructional practices for ELLs.

3. Differentiating instruction for ELL subgroups

a. SIFE Instructional Plan

At MS 319 the Staff Development Team (specifically the Bilingual Coordinator) begins by making sure that every child that is registered in our school is taken through the process of identification and scrutiny for ESL services. A designated bilingual teacher in conjunction with the Bilingual Coordinator (Ms. Eva L. De Jesus), look at the student's information when students are registered and classify students accordingly.

Once the students are identified as SIFE students, the parents select the appropriate class for the child. In general, parents of new arrivals, including SIFE students, choose to place their children in the Transitional Bilingual Education class. The child is placed in the selected

class and the child's name is provided to every teacher that teaches in that classroom.

The child that has been identified as a SIFE student is provided a Native Language proficiency examination in which a student is asked to read, write, speak and listen. This informal assessment is used as a base of data to help us transfer ELL's language knowledge into English. This informal assessment takes into account multiple situations and contexts making sure the students are able to apply to language skills at the same level in all situations. This is the first year that MS 319 will administer the ALLD exam for all newly arrived students to identify if they fall into the category of SIFE.

The child is provided the regular instructional day, but is supported with Tier 1 intervention as well as Tier 2 intervention. MS 319's main goal is that the child is given the quality of time that he/she is entitled for ESL. In the ESL classrooms students are placed by language level, not grade level. That means that some of the 6th and 7th graders might be in the same ESL classroom. This information is then utilized for Tier 1 and Tier 2 intervention.

During the regular school day the subject teachers have a "buddy system" in which the SIFE students are paired with a student who has had more formal instruction. The classroom activities are based on the following:

- Elicit prior knowledge on given topics and check student comprehension often as topics are introduced.
- Emphasize life situations and problems that require a higher order of thinking.
- Make sure graphic organizer displays information clearly and logically.
- Employ drama, role play to enhance communication.

There is a library in every bilingual classroom that contains books in SIFE student's native language as well as in English that he/she is able to read. There are different literary genres and most important there are also non fiction books at the student's reading levels that allow subject teachers to recommend students to use support grade levels curriculum in math, social studies, science, and literacy. Students work in groups providing students a greater opportunity to read, write, listen, and speak for information and understanding, literary response and expressions, critical analysis and evaluation and social intervention.

Students are also provided with listening activities with books on tape in order to promote comprehension. In this manner students are provided with materials at the students "i + 1" level. This begins to promote rigor, making sure that students are also exposed to reading material out of the "comfort zone" so they continue advancing. The teachers during Tier I intervention pull them out to the conferencing stations and discuss material.

After school programs are offered for these specific students from the following selections:

- Math in the native language, "Destination Math"
- ESL classes/RIGOR for beginners and EMC for intermediate and advanced students
- "Homework Help"
- Parents are offered workshops in order to inform them of their child's education
- o Certified ESL teachers provide Saturday workshops for parents on topics such as Renaissance Reading, the use of reading logs, reading with your child at night, and other helpful things parents can do at home to help their child success academically
- Technology and sports and academic after school clubs
- BICS Program designed to build on the oral skills for newcomers.

Teachers utilize Smart Boards, computers to provide students with more visual aides in interactive activities to promote more learning and understanding of subject matter. These instruments assist teachers for scaffolding instruction by allowing teachers to support through modeling questioning and getting feedback. Assessing progress occurs on an ongoing basis by the bilingual coordinator during the pullout session in native language and by the subject teachers in the regular classrooms.

MS 319 provides SIFE students with a unit test in their subject area as well as a scaffolded English language unit test which includes pictures, figurative language, short fables and other reading skills the students have been practicing in ESL. This formative assessment serves to guide the teachers in helping the students during regular class as well as in the after school activities. In that manner, students are provided the grade level curriculum, yet are assisted and supported by different programs.

In the middle of the year, the ESL teachers conduct a practice test very similar to the NYSELAT in order to assess growth and develop instructional plans for the students. During the entire school year, students participate in advisories as well as clubs with the monolingual students in order to immerse them in activities that are fun, but yet provide them with means to communicate in English (natural approach). ELA Test-prep is aligned to NYSELAT Test sophistication.

This provides ELLs with activities that help them begin a transition from "Transitional bilingual classes" into all English or mainstream classes.

b. Plan for students with less than 3 years in the U.S.

IDENTIFICATION

Prior to the beginning of the school year, student data is looked at by the bilingual team. This helps us to identify incoming students in all grades, but specifically in 6th grade who have less than three years in the U.S.A. This assists us in determining placement of those students. Students who are still considered ELL's and belong to the transitional bilingual program are scheduled for ESL classes by language competency level: Advanced, Intermediate, and Beginning. This identification helps us to monitor the amount of minutes on native language instruction and English.

If the ELL student's parents have opted out of the transitional bilingual classroom, modality scores are provided to the monolingual subject teachers in order to emphasize areas in which the student might need more support (listening, writing, speaking, or reading). The bilingual coordinator meets with the teachers and assists the monolingual teachers to utilize the data to create activities which will help students acquire these competencies.

INFORMATION ASSESSMENT

ESL teacher made assessment is provided to the students with the objective of assessing: student's ability to read, write, listen, and speak with similar tests to the NYSELAT tests. This helps the teachers to set language goals for the students. The assessment process occurs informally throughout the school year, but a formative school wide assessment to evaluate progress is conducted during mid school year. This helps teachers to evaluate student progress which at times means: changing their ESL class (grouping) from one group to another (for example; from intermediate to a more advanced group). At times, perhaps means increasing the amount of English instructional time due to progress in language competency. Prior to the end of the school year a similar assessment is conducted which allows teachers to work specifically in language skills that students need to improve. Then, the formal assessment occurs (NYSELAT). Students have the right to go into a Spanish transition class in which the major subjects are taught in their native language (Spanish).

CLASSROOM ACTIVITIES

The subject area teachers integrate speaking, reading, and writing into NLA and ESL instruction. The utilization of technology such as Smart boards, Computers, Independent Learning Centers, Listening Centers etc. aids classroom teachers in eliciting ELL's prior knowledge in order to prepare students to learn more about it. The utilization of graphic organizers, roleplay, and post reading activities are utilized to support students. The utilization of listening centers (books on tape) and libraries in the classroom with a wide variety of materials in both languages are components of these classrooms. Reading and listening materials in English and Spanish are also present in every classroom at MS 319. There are books for the different reading levels as well. In addition, teachers take into account student's interests, experiences and culture to furnish the library. Some examples that show this are the selection of folktales, myths and legends, short stories and poems.

Students are grouped to complete classroom activities that require them to interact. The groupings are formed by teachers guided by students' abilities, task orientation in a heterogeneous model. This provides all students the opportunity to be supported by others as they ask questions and are in need to support their thinking.

The variety of group activities aimed to help students in improving their ability to read, write, listen, and speak for:

1. Information and understanding
 - * Content area textbooks
 - * Primary sources
 - * Biographies
 - * Technical matters
 - * Reference books
 - * Literacy circles
 - * Essays, etc.
2. Literary response and expression
 - * Myths and legends
 - * Short stories
 - * Electronic books, etc.
3. Critical Analysis and Evaluation
 - * Literacy tests
 - * Books – fiction and non-fiction
 - * Newspapers, magazines, etc.
4. Social Interaction
 - * Friendly letters
 - * Journals (math) and writer's notebooks (literacy)
 - * E-mail (e-chalk)
5. Core Standards Alignment between ELA and ESL
 - *Dual Language Pacing Calendar alignment to Core Standards

COLLABORATION/PARENTAL INVOLVEMENT

Parents of these students are sent a parent letter every Thursday in their native language (Spanish) and English informing them of school major events. There is a section of the letters in which parents write concerns and questions. Then, the following week a response is sent. Parents are also offered workshops to help them in helping their children in school:

- City and State assessment information (October and January)
- Bilingual classroom (September – October)
- Mental Health (November)
- Technology, etc. (December, January)
- Ways to help your child in language acquisition (March)

Parents and students are trained on how to operate a computer, navigate the WEB and how to look for instructional activities for their children.

The Parent Coordinator organizes parental activities that bring parents to school such as:

- Cultural celebrations
- Fundraisers
- Parent volunteers

c. Plan for long term ELLs (in the New York City schools 6 years or more)

IDENTIFICATION

Prior to the beginning of academic year 2009-2010, the MS 319 Bilingual Team reviewed available data for our incoming 6th grade students. We look specifically at the elementary school testing history, including NYSESLAT data and ELA scores when applicable. We also review cumulative records and IEPs when applicable. The team first looks to identify potential ELLs, then to place them appropriately in either Transitional Bilingual classes, monolingual classes with ESL support services. This process continues as students are registered throughout the academic year. This is the same process for the students who have been previously enrolled in our school. The team continues to review student data, scores and teacher recommendations to adjust any placements which become inappropriate due to rapid growth and progression.

With parental consent students are placed in one of our monolingual classes designated by proficiency level, with ESL support. In every grade level we place the Intermediate students with non-ELLs. Also, the Advanced students are placed separately in another class, along with non-ELLs and Proficient students ("former ELLs). Mandated ESL services are provided in accordance with Chancellor's Regulation Part 154. In addition, Social Studies instruction is provided by a certified ESL teacher in conjunction with the literacy coach and social studies team plans instruction utilizing ESL methodology.

In addition, MS 319 utilizes a free-standing ESL model for these students. The monolingual literacy teachers and math teachers meet regularly with the bilingual team (ESL teacher, Bilingual Coordinator) and literacy coach to discuss student progress. Every monolingual subject area teacher that teaches these students is provided with:

- A minimum of 10 hours of staff development for ELL instruction
- Training on forming a buddy system (student to student) for peer tutoring
- Modality scores per student so subject teachers are able to assist students in the areas that they need help.
- Teacher study groups once a week to assist teachers in their teaching strategies for ELL's.

PULL OUT/PUSH IN ESL

The interventions that MS 319 provides are specific to the needs of the long term ELLs. Interventions include both during and after school programs: Great Leaps, the Wilson Program, RIGOR and EMC programs, Title III after school programs to support students understanding in the subject areas. Listening centers and Play-Station educational software are also present in these ELLs classrooms to help facilitate an increase in listening and reading comprehension as well as to promote group work and cooperation among ELLs.

ASSESSMENT

Assessing progress is done by subject teachers and ESL certified teachers on an ongoing basis. Previous year's NYSESLAT data is used to form Transitional Bilingual classes. We begin the academic year with a baseline assessment administered to all ELL students. Once assessment results are received, groupings within the classes are created. Students are grouped by reading levels for Reader's Workshop

and by writing levels for Writer's Workshop. Conferencing schedules and reader response letter schedules are also created using this data. In October, a Harcourt interim assessment is distributed. In February, students are assessed again with a teacher-made assessment very similar to the NYSESLAT to assess student language competency growth and next steps. In January, the second Harcourt interim assessment is administered and the process is reviewed again. In March, the third Harcourt interim assessment is administered and the process reviewed again. The utilization of school-wide unit test presents the subject teachers with the opportunity to look at every student individually by looking at the skill analysis sheet. This informs the teachers of the specific areas of weakness and strength of these students. Additionally, students participate in instructional clinics three times a year in literacy and in mathematics based on their focusing areas. Students attend the workshops that address the specific areas that they need help with. Finally in May, the NYSESLAT is administered for the state as per NCLB legislation.

Teachers also monitor students' progress closely through conferencing, journal writing, in class performance including class work, homework and presentations. If the child seems to have learning difficulties, the case is referred to the Pupil Personnel team. Then, if needed the child is evaluated for special education services.

d. Plan for ELLs identified as having special needs

At the present time, MS 319 has 56 ELL students in the 6th, 7th & 8th grade who have been identified as having special needs. The students in the mainstream ESL classes received SETSS services as well as ESL services according to their proficiency level. ESL and SETSS teachers communicate on a regular basis about instruction and the students' instructional needs. In addition, the ESL teachers push in to these students' literacy classes to provide small group and individualized instruction and to ensure that the students do not miss literacy instruction time. The students in the 12 to 1 classes also receive ESL instruction through the ESL pull-out/push-in program.

4. Transitional support for Proficient ELLs

For at least one year after MS 319 students achieve levels of Proficient on the NYSESLAT test, they remain in an ESL class, receiving ESL instruction through Social Studies content. In addition, all teachers of other subjects are given, along with a list of ELLs, a list of "former ELLs" so they are aware who in their classes needs continued support. Teachers are also given training on ESL strategies through professional development sessions, such as ExcELL and QTEL, (see Section VII, Question 2).

5. Plan for ELLS' 4-6 Years - Students that have been ELL'S are serviced in many ways.

* Professional development for both monolingual and bilingual teachers on instructional strategies that will develop and accelerate acquisition of language, math and core content knowledge

*Aligning both core- subject instruction to incorporate more reading & writing activities in the core subjects, thus aligning all curriculums to updated core standards

*Students have access to bilingual dictionaries, books in the native language and support via buddy system

* Reading and writing is carried across into all major subject areas

*Authentic Instruction is aligned to meet the needs of these students as well as exposure to test sophistication and best practices

*Students are pulled out and receive extra support in both Math and ELA

*Students are offered the option of participating of Title III Afterschool and/or Saturday Academy

6. Plan for Long Term ELLS' - This has been our greatest challenge at MS 319 - This year we will aggressively address this population through the following

*Consistent monitoring of 37.5 participation through parental calls and interventions

*Afterschool Bootcamps in the areas of ELA, Math, Science and Social Studies

*This year, all assistant principals and coaches have a class - These students are divided into smaller groups by levels and serviced by our administrative staff and coaches, therefore ensuring that these students receive the highest quality of instruction in ELA, Math and ESL

*Students receive ESL instruction through Social Studies by a certified ESL Teacher

*Professional development on ELL strategies is offered to all teachers

*Access to glossaries, bilingual dictionaries, back to back bilingual books, buddy system

*Alignment of pacing and curriculum maps through core-standards

*Option of participation of Title III Letters and Afterschool Program

*Pull-outs for Math and Literacy Interventions

Part VII. Resources and support

1. Instructional materials

ELLs benefit greatly in both their ESL classes and content area classes through the use of Smartboards, which are used in all of MS

319's classrooms. The Smartboard technology allows teachers to make their lessons graphic and visual, which enhances the understanding of vocabulary and content area material for all students. Students are also able to interact with the technology, which makes lessons more hands-on. Math, Science, literacy and Social Studies teachers all use the technology on a daily basis. MS 319 has a computer classroom which all students use on a regular basis. ESL teachers, particularly the Beginning level teacher, use the computer room regularly to support instruction with on-line and software programs.

All MS 319 teachers also make use of graphic organizers to make the information in their content area more comprehensible. ESL and literacy teachers use listening centers in their classrooms. Students are scheduled for use of the listening centers on a rotating basis, with students who have been identified through the NYSESLAT tests as needing help with listening given priority.

MS 319 actively participates in the Renaissance Reading Program. Through this program students are assessed for their Zone of Proximal Development reading level and check out books from the library that correspond to their reading level. Their reading comprehension is then checked through quizzes that they take upon completion of a book. Because students read books on their level, this program benefits ESL students, since they are able to develop their English literacy skills through "just right" books. The classroom libraries in both the freestanding ESL classroom and the TBE classrooms contain books that fit ELLs reading levels (which are often several levels below grade level). Students also visit the school library weekly, which contains books on a variety of levels, including non-fiction and picture books. MS 319's classroom libraries also contain a wide variety of books in Spanish and English, including content area books relating to Social Studies, Science and Math.

2. Professional Development

During 2009-2010 school year, MS 319 has conducted three full-staff professional development sessions on ELLs. The first session, which happened before the students started classes, focused on the identification of ELLs in all classes, using NYSESALT data, and strategies to use with ELLs. All teachers were given lists of the ELLs in their classes and trained in how to create a "buddy system" by pairing ELLs with non-ELLs in their classrooms.

The second ELL Professional Development focused on strengthening ELL's language acquisition in the classroom. Teachers were given charts highlighting their ELLs' Areas of Strength and Areas of Concern according to the 2009 NYSESLAT data. ESL teachers shared their expertise on the strategies for improving students' vocabulary comprehension through the use of student glossaries, the EXC-ELL program and the visuals to enhance ELLs comprehension of new vocabulary. In another professional development ESL teachers discussed identifying and tracking the language development needs of ELLs in monolingual classrooms. At MS 319, we also use literary circles in the ESL as well as content area classrooms to deepen the ELLs understanding of non-fiction text. The ESL teacher also shared her experience on the use of conferencing to inform, practice and assess ELLs' listening skills. In addition, teachers received professional development during school and afterschool via the following initiatives:

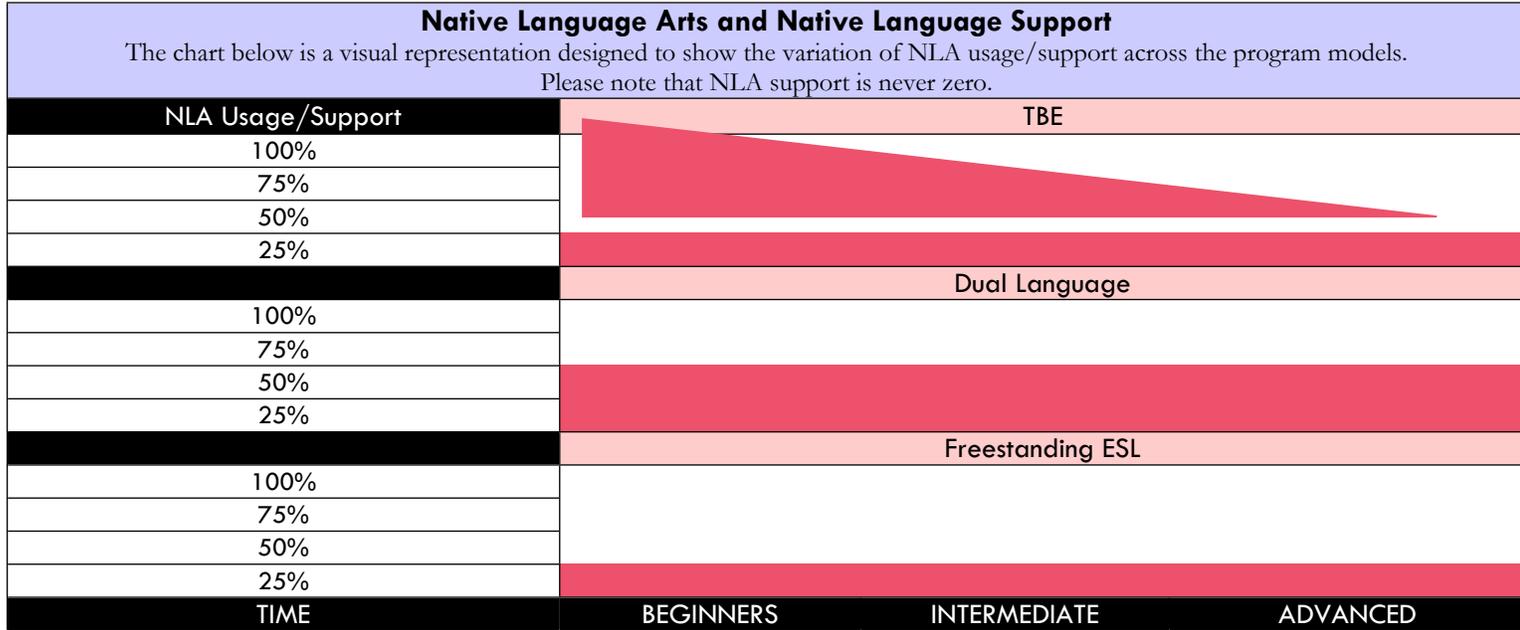
- § EXC-ELL- Vocabulary Tuesday Election Day
- § ILC & Skill Tutor
- § Renaissance Math & Reading
- § Balanced Literacy
- § MY ACCESS Writing
- § Title III Afterschool Organization
- § Data Training
- § ESL Buddy System

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

PART VI: Planning for ELLs

1. How is instruction delivered?

a. Organizational Models

TBE Program

The goals of MS 319's TBE program is to transition students into monolingual classes within three years, while still supporting the development of the native language literacy and content area skills. Students in the TBE classes receive 450 minutes of ESL instruction per week. They also receive 225 minutes of Native Language Arts instruction per week. In Math, Science and Social Studies, instruction is allocated according to students' language ability. Therefore, teachers provide direct instruction in Spanish, but students are grouped according to their language ability. Beginning ELLs work mostly in Spanish on independent work, whereas Intermediate and Advanced students work mostly in English.

Freestanding ESL

The goal of MS 319's Freestanding ESL program is to provide ESL support to ELLs as they transition into monolingual classes. Additionally, Freestanding ESL gives students instruction in the conventions of written English, vocabulary development and support in the development of their listening, speaking and reading skills. Freestanding ESL is provided through Social Studies content to Intermediate and Advanced students and through the push-in and pull-out program.

Dual Language

Last year was the first year of implementation of the Dual Language Program. Our Dual Language Program out performed both their monolingual peers and TBE peers on both the ELA & Math Test. At MS 319, we use the 50/50 weekly model, whereby, students receive Math and ELA one week in English and one week in Spanish. This also applies to Science. The only subject taught in English is Social Studies; to assist students in Social Studies, glossaries, bilingual dictionaries and Social Studies Textbooks in both English & the Native Language.

b. Program models

In the 2009-2010 school year, the 6th, 7th and 8th grade TBE classes were self-contained classes that traveled together as a group. They received ESL in five, two period blocks per week. All students who are newly arrived in the New York City Department of Education system receive ESL instruction in a small group setting. The "Newcomers" are pulled out by a certified ESL teacher during the double-block ESL period. These students receive ESL instruction in BICS, preparing them for conversation with peers and teachers at their new school. These students also receive cultural information about their new country. The students are exposed to ESL websites on the "Independent Learning Center", which is a 2 year old initiative at MS 319. These "ILCs", are stations of 6 computers where the students can log onto websites at various language proficiency levels. The teacher for this small group of students monitors their usage and their progress. To prepare for the NYSESLAT exam, the 6th, 7th and 8th grade ELLs participate in Friday language "Clinics". These clinics are carousel style learning experiences where the students receive topics that match the areas they are having difficulty with. For example, if the student is having difficulty with prepositions of place, the child would participate in a "Clinic" on that topic. These clinics afford the children a fun opportunity to laser in on their areas of weakness without making it an arduous experience. The students earn tickets for participation as well as for correct responses, which can later be turned in for prizes.

c. Instructional approaches and methods

Content areas

The subject area teachers include a variety of practices to support these students. Some of these are:

- List (group and label)
- Brainstorming
- Concept maps
- Literary circles using non-fiction content area text
- Question-answer relationship
- Quick writes
- Read and retell
- Semantic webs
- Role-playing
- Think-pair-share
- Writing process
- Interactive bulletin boards
- Double-entry journals
- Graphic organizers
- Vocabulary building and strengthening using ExCELL
- Semantic maps
- Visualization
- Story telling through pictures and illustrations
- ILC- Independent Learning Centers
- My Access Writing

At MS 319 every subject teacher that instructs these students is required to have a language objective for their lesson. These language objectives are determined by student work, student performance, teacher observation, informal as well as formal assessment including NYSESLAT data results by modality, Student-Teacher conferencing as well as the language required for students to better understand the content.

The assignment of students to cooperative learning groups is taken very seriously when it come to long term ELLs. The content area student performance and the student language performance are examined, then groups are formed. Cooperative groups give students the opportunity to read, listen, write, and speak for information and understanding, literary response and expression, critical analysis and evaluation, and for social interaction. The bilingual team helps the subject-area teacher to place students in groups and assists the teachers in making sure that in every subject area there is a wide variety of materials to support the ELLs. The ELLs are assigned a “Shoulder Buddy”, who can serve as a support system for the student. This peer relationship serves many purposes, as it also helps the students to think of each other as resources and therefore take ownership of their learning. In every subject there is a subject area library that has materials in both languages to assist students in that specific subject. There is also a variety of reading levels in both subjects. Renaissance levels are used in order to facilitate students’ increase in reading and vocabulary comprehension as well as to promote independence and ownership of learning.

Explicit ESL

MS 319’s ESL teachers mainly follow the balanced literacy curriculum with the TBE classes. Math instruction is also provided to ensure that students understand mathematical vocabulary in English, which will help them transition into monolingual math classes. ESL teachers employ many different ESL methodologies, depending on the content that they are presenting. For example, as part of the “modified mini-lesson” for balanced literacy, ESL teachers will brainstorm ideas about the topic addressed in the reading, as well as preview vocabulary before a read aloud or shared reading activity, using visuals to support the students’ understanding. Teachers also use picture walks, which help students build their understanding of a book’s content before hearing the story. Many of our teachers were also trained in QTEL which has many activities which extend the readers’ learning process. The QTEL pre-reading, reading and extension-of-reading activities deepen their understanding of the text, as well and activate prior knowledge and help the student make connections to their previous experiences at home or with other texts. All of these strategies – previewing vocabulary, brainstorming and picture walks – are employed to help students activate their prior knowledge about the topic, and students are encouraged to use their native language to understand English vocabulary and to make connections to the subject matter. Students also use a variety of graphic organizers to build their literacy skills, such as cause and effect organizers, Venn Diagrams, Cornell note-taking and inference/evidence T-charts.

Many of the strategies mentioned above are also used to deliver ESL instruction through Social Studies content. Teachers especially

focus on the use of graphic organizers to make Social Studies content more comprehensible. Students are given support on their understanding of new vocabulary through the use of visuals, maps and globes and by connecting vocabulary terms to real-life situations. In addition, teachers focus on the 5 Habits of Mind through social studies, with an emphasis on Evidence, Significance and Point of View. ELLs in all grade levels work on a number of projects throughout the year in which they “put themselves in someone’s shoes” to build their understanding of historical events in an engaging way. These projects give them the opportunity to express themselves in writing and practice new vocabulary as well.

Push-in and pull-out programs

MS 319’s ESL teachers use the pull-out and push-in program to ensure that Beginner and Intermediate ELLs in the monolingual classes receive the mandated number of instructional minutes per week (360 minutes). Advanced ESL students still in need of language support according to their NYSESLAT and ELA levels are also pulled out or given ESL support within their literacy classrooms. ESL teachers use RIGOR and New Comers Series Books to work with students in need of support with their reading fluency during the pull-out periods. Teachers also use the EMC reading program for Long Term ELLs. Teachers work on listening skills through the use of listening centers and discrete listening activities, as well as on writing conventions. Whether they are pulling out or pushing into their classes, ESL teachers plan with the content area teachers to ensure that they are supporting the work that happens in the classroom and that ESL students are not missing important content instruction. ESL teachers have access to the classroom teachers’ conferencing logs, notes and other qualitative as well as quantitative data regarding their students. Access to existing data ensures that the students are not “Over Tested” by re-administering diagnostics that the classroom teachers already have data for. In addition, our long term ELLs and TBE students will use an innovative program called “My Access Writing”, to improve and further their understanding of the writing process and direct application of high school & college readiness for essay writing.

Dual Language Program

Last year was the first time in the history of MS 319 that parents has another option for their children. This being the Dual Language Model. In our Dual Language Program we utilize the roller coaster but not on a day to day basis, rather we do a week in English and a week in Spanish, in the three core subjects; English, Science and Math. Social Studies is taught in English with native language support via textbooks in both languages, glossaries, dictionaries and heterogeneous grouping of EP’s with ELL’S.

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

a. Explicit ESL

MS 319 identifies ELLs before school begins in September to ensure that ELLs are placed in classes where they will receive ESL instruction. Therefore, all Intermediate ELLs in monolingual classes are placed in one class and all Advanced students in another. The Intermediate students receive 180 minutes of ESL instruction through Social Studies per week, and an additional 180 minutes per week through the push-in/pull-out program. The Advanced students receive 180 minutes of ESL instruction through Social Studies per week. All Beginner and Intermediate and Advanced students who are in Transitional Bilingual Education classes receive ESL one and half hours per day, for a total of 450 minutes per week, which exceeds the number of instructional minutes mandated by Part 154.

b. Explicit ELA

All ELLs in monolingual classes receive 10 periods of ELA per week. ESL teachers follow the ELA curriculum when they pull out ELLs, and plan with ELA teachers to ensure that their instruction complements the instruction in the ELA classroom. In addition, MS 319 ELA teachers are well-versed in ESL strategies, which have been proven effective for instruction for all students, not just ELLs. One of the school-wide strategies we use at MS 319 is ExcELL, which is a program that implements strategies through scaffolding instruction. The ExcELL methodology is divided into 5 components, The teaching of vocabulary, Oracy, Reading strategies, Writing strategies, and Assessment. Content area teachers, including math, ELA, social studies and science teachers use the ExcELL method to explicitly teach the vocabulary that may otherwise inhibit their students from understanding the content.

c. Explicit NLA

Students in the TBE classes receive 45 minutes of NLA instruction per day, or 225 minutes per week. SIFE students and students with low native language literacy skills as identified from the LAB and ELE tests also receive native language instruction through a pull-out program. A program named RIGOR is used to build on the native language skill for this SIFE population. The NLA curriculum has also been aligned to the ELA and ESL curricula to ensure that students begin making connections across content. The students are exposed to the same

literacy skills in both English classes and their native language classes. The NLA department members also use the “Aprenda” program as an intervention tool. This program has a pre and post assessment component which quantifies the students’ vocabulary, grammar and writing mechanics and listening progress.

d. Content areas (see Table A)

The language of content area classes for the TBE classes is delivered percentage wise according to the language levels of the class. For example, a 60/40 ratio of Spanish and English. For monolingual ELL classes, all students receive instruction in English. Content area teachers are trained in strategies to use for ELLs such as ExC-ELL mentioned above, and the Bilingual and ESL Coordinators work with teachers on developing their instructional practices for ELLs.

3. Differentiating instruction for ELL subgroups

a. SIFE Instructional Plan

At MS 319 the Staff Development Team (specifically the Bilingual Coordinator) begins by making sure that every child that is registered in our school is taken through the process of identification and scrutiny for ESL services. A designated bilingual teacher in conjunction with the Bilingual Coordinator (Ms. Rhina Cerda), look at the student’s information when students are registered and classify students accordingly.

Once the students are identified as SIFE students, the parents select the appropriate class for the child. In general, parents of new arrivals, including SIFE students, choose to place their children in the Transitional Bilingual Education class. The child is placed in the selected class and the child’s name is provided to every teacher that teaches in that classroom.

The child that has been identified as a SIFE student is provided a Native Language proficiency examination in which a student is asked to read, write, speak and listen. This informal assessment is used as a base of data to help us transfer ELL’s language knowledge into English. This informal assessment takes into account multiple situations and contexts making sure the students are able to apply to language skills at the same level in all situations. This is the first year that MS 319 will administer the ALLD exam for all newly arrived students to identify if they fall into the category of SIFE.

The child is provided the regular instructional day, but is supported with Tier 1 intervention as well as Tier 2 intervention. MS 319’s main goal is that the child is given the quality of time that he/she is entitled for ESL. In the ESL classrooms students are placed by language level, not grade level. That means that some of the 6th and 7th graders might be in the same ESL classroom. This information is then utilized for Tier 1 and Tier 2 intervention. Students who have a low performance in their native language are then pulled out from the 30-student native language class and are taken with an intervention teacher to develop skills in the first language.

During the regular school day the subject teachers have a “buddy system” in which the SIFE students are paired with a student who has had more formal instruction. The classroom activities are based on the following:

- Elicit prior knowledge on given topics and check student comprehension often as topics are introduced.
- Emphasize life situations and problems that require a higher order of thinking.
- Make sure graphic organizer displays information clearly and logically.
- Employ drama, role play to enhance communication.

There is a library in every bilingual classroom that contains books in SIFE student’s native language as well as in English that he/she is able to read. There are different literary genres and most important there are also non fiction books at the student’s reading levels that allow subject teachers to recommend students to use support grade levels curriculum in math, social studies, science, and literacy. Students work in groups providing students a greater opportunity to read, write, listen, and speak for information and understanding, literary response and expressions, critical analysis and evaluation and social intervention.

Students are also provided with listening activities with books on tape in order to promote comprehension. In this manner students are provided with materials at the students “i + 1” level. This begins to promote rigor, making sure that students are also exposed to reading material out of the “comfort zone” so they continue advancing. The teachers during Tier I intervention pull them out to the conferencing stations and discuss material.

After school programs are offered for these specific students from the following selections:

- Math in the native language, “Destination Math”
- ESL classes/RIGOR for beginners and EMC for intermediate and advanced students
- “Homework Help”
- Parents are offered workshops in order to inform them of their child’s education
 - o Certified ESL teachers provide Saturday workshops for parents on topics such as Renaissance Reading, the use of reading logs, reading with your child at night, and other helpful things parents can do at home to help their child success academically
- Technology and sports and academic after school clubs
- BICS Program designed to build on the oral skills for newcomers.

Teachers utilize Smart Boards, computers to provide students with more visual aides in interactive activities to promote more learning and understanding of subject matter. These instruments assist teachers for scaffolding instruction by allowing teachers to support through modeling questioning and getting feedback. Assessing progress occurs on an ongoing basis by the bilingual coordinator during the pullout session in native language and by the subject teachers in the regular classrooms.

MS 319 provides SIFE students with a unit test in their subject area as well as a scaffolded English language unit test which includes pictures, figurative language, short fables and other reading skills the students have been practicing in ESL. This formative assessment serves to guide the teachers in helping the students during regular class as well as in the after school activities. In that manner, students are provided the grade level curriculum, yet are assisted and supported by different programs.

In the middle of the year, the ESL teachers conduct a practice test very similar to the NYSELAT in order to assess growth and develop instructional plans for the students. During the entire school year, students participate in advisories as well as clubs with the monolingual students in order to immerse them in activities that are fun, but yet provide them with means to communicate in English (natural approach). ELA Test-prep is aligned to NYSELAT Test sophistication.

This provides ELLs with activities that help them begin a transition from "Transitional bilingual classes" into all English or mainstream classes.

Transitional support for Proficient ELLs

For at least one year after MS 319 students achieve levels of Proficient on the NYSELAT test, they remain in an ESL class, receiving ESL instruction through Social Studies content. In addition, all teachers of other subjects are given, along with a list of ELLs, a list of "former ELLs" so they are aware who in their classes needs continued support. Teachers are also given training on ESL strategies through professional development sessions, such as ExcELL and QTEL, (see Section VII, Question 2).. However, for the first time at MS 319 our ELL'S that recently attained proficiency scored a 4 on both the ELA assessments and the Math assessment. This due to the fact that these students received their mandated maintenance of 1-2 years and participated of both Title III and afterschool programs lead by certified ESL & Bilingual Math teachers, thus outperforming their monolingual peers.

Student support levels according to age & grade levels-

At MS 319 our ELL population participates of a variety of activities not only in the area of academics but on the artistic and social level. Examples of this are town halls by grade levels that emphasize cultural and educational aspects of students academic life via performances, discussions, Ready for College Initiatives, as well as E-Clubs (Enrichment Clubs) where students participate from a wide available menu items such as Environmental Club, Music Appreciation, Art & Technology, Sports, Basketball and many others.

Newly arrived are supported via a "buddy system" where a native speaker of English is paired with a new comer students to assist the student in becoming familiarized with school wide initiatives and the cultural aspects of adapting to new surroundings. From an academic perspective, students work with new comers heterogenously in small groups. New comers participate of all MS 319 initiatives such as school wide clinics , literacy celebrations.

Students are offered several language electives such as NLA, English and French through direct classroom instruction or through E-Clubs that are done during the school day.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Last year was the first year of implementation of the Dual Language Program. Our Dual Language Program out performed both their monolingual peers and TBE peers on both the ELA & Math Test. At MS 319, we use the 50/50 weekly model, whereby, students receive Math and ELA one week in English and one week in Spanish. This also applies to Science. The only subject taught in English is Social Studies; to assist students in Social Studies, glossaries, bilingual dictionaries and Social Studies Textbooks in both English & the Native Language are provided. Classes 706 and 606 are the 2 Dual Language classes that MS 319 has. Math, Science and ELA are taught utilizing the traditional roller coaster model, the only difference being one week in English and one week in Spanish. According to our LAP, Social Studies is taught in

English with resources such as textbooks, glossaries and buddy system in the native language. Skills are taught in both native and second language. English proficient students are paired with native speakers heterogeneously and vice versa, thus ensuring a 50/50 balance of language acquisition.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

During 2009-2010 school year, MS 319 has conducted three full-staff professional development sessions on ELLs. The first session, which happened before the students started classes, focused on the identification of ELLs in all classes, using NYSESALT data, and strategies to use with ELLs. All teachers were given lists of the ELLs in their classes and trained in how to create a “buddy system” by pairing ELLs with non-ELLs in their classrooms.

The second ELL Professional Development focused on strengthening ELL’s language acquisition in the classroom. Teachers were given charts highlighting their ELLs’ Areas of Strength and Areas of Concern according to the 2008 NYSESLAT data. ESL teachers shared their expertise on the strategies for improving students’ vocabulary comprehension through the use of student glossaries, the EXC-ELL program and the visuals to enhance ELLs comprehension of new vocabulary. In another professional development ESL teachers discussed identifying and tracking the language development needs of ELLs in monolingual classrooms. At MS 319, we also use literary circles in the ESL as well as content area classrooms to deepen the ELLs understanding of non-fiction text. The ESL teacher also shared her experience on the use of conferencing to inform, practice and assess ELLs’ listening skills. In addition, teachers received professional development during school and afterschool via the following initiatives:

- § EXC-ELL- Vocabulary Tuesday Election Day (Series of 4 2 hour workshop on ESL Strategies for teachers that have ELL’S in both monolinguals and bilingual students)
- § ILC & Skill Tutor
- § Renaissance Math & Reading
- § Balanced Literacy (In English & Spanish)
- § MY ACCESS Writing
- § Title III Afterschool Organization
- § Data Training
- § ESL Buddy System (Alternate Friday's - 3:00-4:30pm)

E. Parental Involvement

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

COLLABORATION/PARENTAL INVOLVEMENT

Parents of these students are sent a parent letter every Thursday in their native language (Spanish) and English informing them of school major events. There is a section of the letters in which parents write concerns and questions. Then, the following week a response is sent. Parents are also offered workshops to help them in helping their children in school:

- City and State assessment information (October and January)
- Bilingual classroom (September – October)
- Mental Health (November)
- Technology, etc. (December, January)
- Ways to help your child in language acquisition (March)

Parents and students are trained on how to operate a computer, navigate the WEB and how to look for instructional activities for their children.

The Parent Coordinator organizes parental activities that bring parents to school such as:

- Cultural celebrations
- Fundraisers

- Parent volunteers

Every year, several staff members create a series of workshops where parents receive information and orientations around how to help their children with academics and school life regardless of language, social class or race. These workshops are offered in both English and Spanish and translated as well. Parents receive valuable information and introductions to technology and getting themselves and their child for the 21st Century, college and the work force.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							25	11	13					49
Intermediate(I)							17	27	18					62
Advanced (A)							46	30	26					102
Total	0	0	0	0	0	0	88	68	57	0	0	0	0	213

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							9	4	3				
	I							9	8	2				
	A							34	34	19				
	P							28	18	28				
READING/ WRITING	B							11	4	4				
	I							19	27	22				
	A							43	29	22				
	P							4	3	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	24	36	4		64
7	31	22	1		54
8	17	28	2		47
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	25	8	30	7	10	10	0	2	92
7	3	6	10	27	7	7	1	1	62
8	8	2	10	17	3	7	1	1	49
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	12	14	16	10	5	5	20	15
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

As a school community, we decided to opt out of citywide interim assessments and design our own. Each department builds their own assessment, including the ESL/Bilingual Department. These assessments are standard-based and are aligned to each department's state standards. Each department creates a unit test, skill analysis and answer key. Within the unit test, specific content strands, skills and standards are addressed based on students' strengths and areas of focus. The students' strengths and areas of focus are based on baseline assessments. The troublesome questions from the baseline are then spiraled into the next exam, enabling the teachers to pinpoint specific areas, rather than re-teach broad topics to the entire class.

data patterns across proficiency levels and grades?

This data also reveals that there we received a significant increase in regards to our Beginners population specifically in both grades 7 & 8th. . There are 25 ELLs at the beginners stage of the language acquisition process, while in grade 7 there are 11 students at the beginners stage and in the 8th grade there are only 13 all of these having been recent admits to the country & have been tested via the LAB-R By the same token, there are 17 Intermediate level students in grade 6, 27 in grade 7 and 18 in grade 8. In regards to advanced proficiency levels we have 46 students in grade 6, 30 students in grade 7 and 26 student in grade 8.

1b. What is revealed by the data patterns across proficiency levels and grades?

The 6th & the 7th grades had the highest percentage of students who are either Beginners or Intermediates in Listening and Speaking (26 percent & 22%). Four percent of ELLs in the 6th and 8th grades are Beginners or Intermediates in Listening and Speaking.

The data in Chart 3 from academic year 2009-2010 also shows that in the 6th and 7th grade a high percentage of students are Advanced in Reading and Writing. In the 6th and 7th grades, 51 students from both 7th & 8th grade are at the advanced stage of the language acquisition process.

This data also shows that many students are reaching Advanced and Proficient levels in both Listening and Speaking as well as Reading and Writing. Small percentages of students have Beginner and Intermediate levels in either of the modalities, especially in the 6th and 7th grades. Yet there are still higher percentages of students who have reached Advanced and Proficient levels in Listening and Speaking than in Reading and Writing.

2. How will patterns across the four modalities—listening, speaking, reading, and writing—affect instructional decisions?

MS 319's NYSESLAT data from academic year 2009-2010, shows that the largest number of ELLs were in the 6th grade. If this pattern holds true in the results of the 2009-2010 NYSESLAT, the largest number of ELLs in academic year 2010-2011 will be in the seventh grade. Teachers in all grade levels receive a list of the ELLs in their classes at the beginning of the year, and plan their groupings with this data in mind. For example, all teachers who have ELLs in their classes create an ELL buddy system to provide ELLs an extra level of support in their content area classes. Because of the large number of ELLs in academic year 2009-2010 in the 6th grade, MS 319 has also concentrated its efforts at building students' vocabularies through the use of the ExC-ELL methodology in 6th grade. However, this program is being implemented in all grades, and across the content areas.

This data from academic year 2009-2010 also shows that, in general, MS 319 students perform better on the Listening and Speaking sections of the NYSESLAT test than on Reading and Writing. This means that here is a strong focus on reading and writing in all classes that contain ELLs, either TBE classes or monolingual classes that receive ESL support. The focus of the ELL pull-out program, which concentrates on Intermediate students in monolingual classes, is an intensive Reading and Writing program called EMC.

PART D

The data chart above indicates the proficiency of students in academic year 2009-2010. As shown in Chart 4, ELA assessment data from the 2010 New York State ELA exam reveals that the majority of ELLs in all grades scored a Level 2. Due to the fact that the scaling of the ELA Test was changed and increased, there was a small rise in level 1's mostly concentrated in grade 6. There were some level 3's however the bulk of the data reflects a higher concentration of ELLs at level 2's rather than 1's or 3's. In contrast however, even though our ELL's scores may have slightly decreased, we still made significant gains in regards to progress. The data patterns compared from the previous academic year still show our ELL's outperform their monolingual peers by gaining an increase of +1 in regards to levels and movement. However, for the first time at MS 319 our ELL'S that recently attained proficiency scored a 4 on both the ELA assessments and the Math assessment. This due to the fact that these students received their mandated maintenance of 1-2 years and participated of both Title III and afterschool programs lead by certified ESL & Bilingual Math teachers, thus outperforming their monolingual peers.

According to Chart 5, most ELLs score in the Level 2 or 3 range, with a much higher percentage scoring Level 3 in Math. Forty-two percent of ELLs in the 6th grade scored Level 3, while 45 percent of those in the 7th grade scored at that Level. In the 8th grade, 60 percent of ELLs scored a Level 3. The 6th grade saw the highest number of Level 1's in Math, with 16 percent. In the 7th grade, 12 percent of ELLs scored a Level 1, while in the 8th grade only nine percent of ELLs scored at Level 1.

Chart 6, Part D: Progress and Proficiency of ELLs in TBE and Monolingual Classes

MATH

Average progress (2009 to 2010)

	6th	7th	8th
TBE	8	17	20

Monolingual	3	7	1
Average proficiency (2008)			
TBE	2.75	2.89	3.86
Monolingual	2.40	2.98	3.19

ELA

Average progress (2009 to 2010)			
	6th	7th	8th
TBE	45	49	40
Monolingual	25	6	12

Average proficiency (2008)			
TBE	2.57	2.59	2.58
Monolingual	2.74	2.66	2.48

2. Describe how the school leadership and teachers are using the results of the ELL Interim Assessments.

The school leadership team and teachers meet on a regular basis and together using results from the Interim Assessments for the following purposes-

- * Appropriate grouping for all students
- *Developing & improving school-wide systems & curriculum that will target instruction effectively and meet the needs of all learners
- *Reflecting and analyzing upon authentic, criterion based, norm referenced and alternative assessments as well
- *Providing all ELL Learners with hands-on, authentic and technology based learning, thus, preparing our students to become critical thinkers, problem solvers and college ready for the 21st century as well as the workforce.

3. What is the school learning about ELLs from the Interim Assessments? How is the Native Language used?

After careful consideration and evaluation of the assessment data, the school has learned that our English Language Learner population has out performed their monolingual counterparts. Our ELLs outperform their monolingual counterparts in every subject, including mathematics, science, social studies and English Language Arts. The native language arts and English Language Arts curricula are aligned in order to give students support learning skills in both languages. The students study the same literacy skill in both their native language and their new language. This helps reinforce their ability to transfer skills and to build academic language.

After careful consideration and evaluation of the assessment data, the school has learned that our English Language Learner population has out performed their monolingual counterparts. Our ELLs outperform their monolingual counterparts in every subject, including mathematics, science, social studies and English Language Arts. The native language arts and English Language Arts curricula are aligned in order to give students support learning skills in both languages. The students study the same literacy skill in both their native language and their new language. This helps reinforce their ability to transfer skills and to build academic language.

Last year was the first year of implementation of the Dual Language Program. Our Dual Language Program out performed both their monolingual peers and TBE peers on both the ELA & Math Test. At MS 319, we use the 50/50 weekly model, whereby, students receive Math and ELA one week in English and one week in Spanish. This also applies to Science. The only subject taught in English is Social Studies; to assist students in Social Studies, glossaries, bilingual dictionaries and Social Studies Textbooks in both English & the Native Language.

Dual Language Program-

English Proficient students will be assessed via Unit to Unit Tests in the target language as well as APRENDA, and tests that simulate the ELE. NLA or second language is aligned to literacy in the first language and carried across via the Balanced Literacy Model within the context of the Dual Language Program. We found that the majority of the English Proficient students are attaining native like fluency and proficiency in the target language which in this case is Spanish. An extremely positive effect that has been observed in the Dual Language class via data patterns and students interactions is that the ELL's that were mostly Spanish dominant significantly increased their level of English proficiency and vice versa we see the same effect with the English proficient students and their Spanish. The majority of the English proficient students in

the Dual Language class outperformed their monolingual peers on both the ELA & Math Test. In addition, we saw a rise on the results of the ELE Test and comprehension for EP'S via Renaissance Reading Program while using Spanish Literature books and novels. Success for our program is evaluated not only through the results of the assessments such as NYSESLAT ,ELA and Math but also through the significant number of ELL'S that willingly participate of our Title III & SIFE afterschool program where not only is instruction offered but cultural and educational field trips are offered.This provides a tangible hands on experience for all students and offers them the missing link of "prior knowledge" which so many seem to lack given the fact of limited exposure.

Additional Information

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

Additional Information will be attached via e-mail and as an attachment including charts and data patterns

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/28/10
	Assistant Principal		10/28/10
	Parent Coordinator		10/28/10
	ESL Teacher		10/28/10
	Parent		10/28/10

	Teacher/Subject Area		10/28/10
	Teacher/Subject Area		10/28/10
	Coach		10/28/10
	Coach		10/28/10
	Guidance Counselor		10/28/10
	Network Leader		10/28/10
	Other		10/28/10

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP _____

Number of Teachers _____ Other Staff (Specify) _____

Section II. Title III, Part A LEP Program Narrative

**MS 319 Language Allocation Policy
Narrative Section
October 2010**

Part IV: Parent Program Choice

1. Parent understanding of all program choices

At registration, parents complete a Home Language Identification Survey (HLIS) for their child. Based on their responses to the survey questions, their child will be administered the Language Assessment Battery (LAB-R) and determined to be an English Language Learner who is entitled to receive services in one of the following programs:

- Transitional Bilingual Program,
- Dual Language/Two Way Program, or
- English as a Second Language Program.

MS 319 also holds Parent Orientation Meetings where parents are shown a video hosted by the New York City Department of Education. In this video parents have the opportunity to get information on the three different programs available for ELLs. Once the parents have watched the video, they are able to select the program in which they would like to have their child enrolled. They are given the Parent Survey and Program Selection, along with other materials. During this orientation parents will have an opportunity to ask questions about educational programs and services that are available for their child before making a choice.

2. Trends in program choices

After reviewing the Parent's Survey and Program Selection Form for the past few years the trend in parents' first program choice has been the Transitional Bilingual Education (TBE) Program. Most parents, especially those whose children are new arrivals, want their children to be in a TBE program because they want them to maintain and support their native language while acquiring a second one. A few parents have requested that their children be placed in Freestanding ESL classes, especially those whose children have first languages other than Spanish, and those requests are always granted. For academic year 2009-2010, MS 319 will have a Dual Language program for the first time. This option had not been available to parents of MS 319 students in the past, but will now offer a third option for English Language Learners to succeed academically as well as advance their English proficiency..

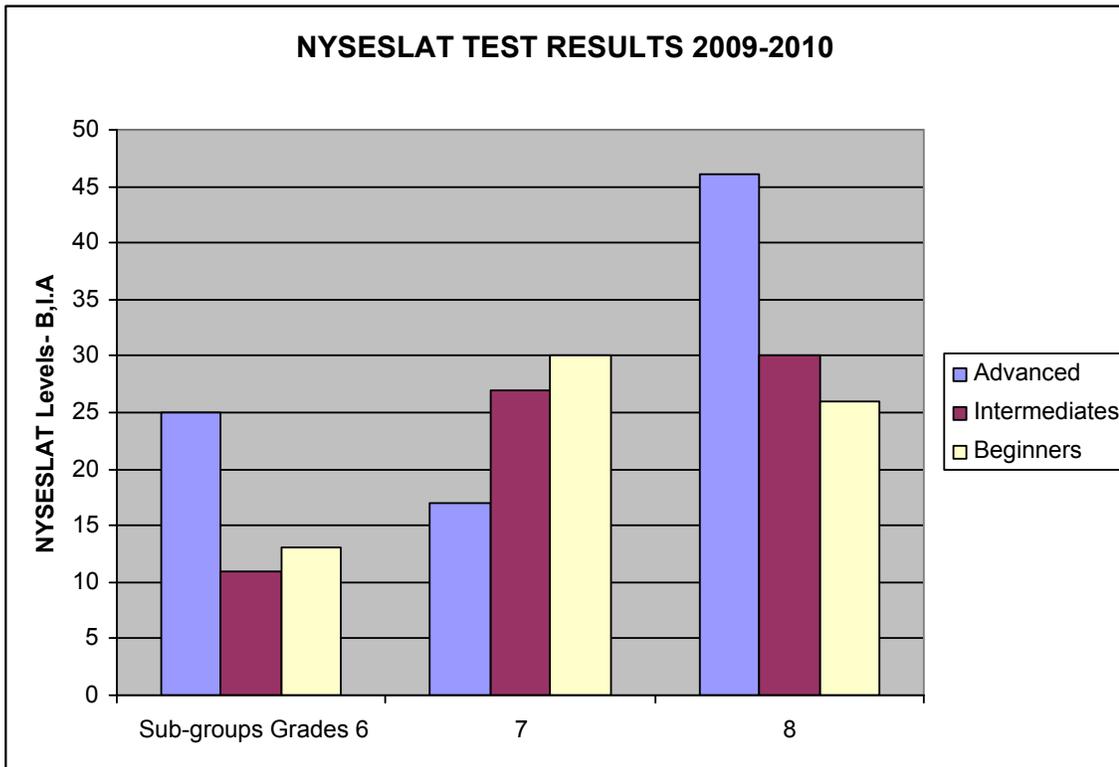
3. Alignment with parent requests

In our school programs are aligned with parent requests.

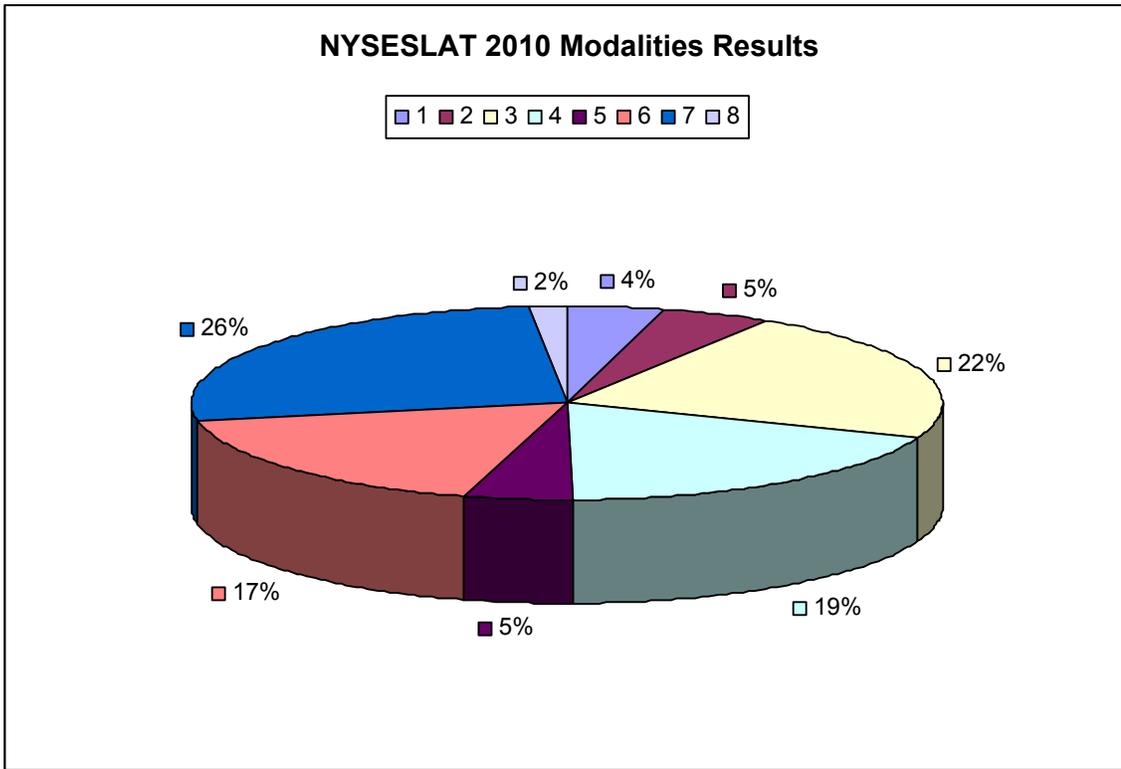
V. Assessment Analysis

Part A

1a. What is revealed by the data patterns across proficiency levels and grades?

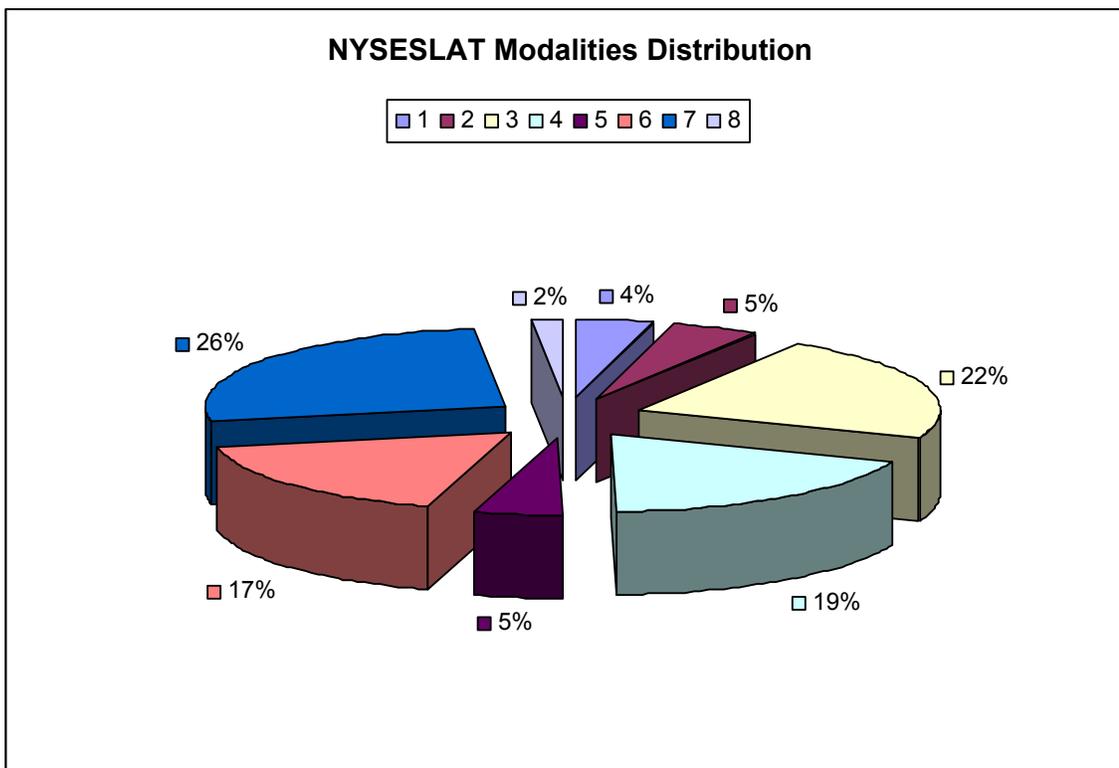


The data chart above indicates the proficiency of students in academic year 2009-2010. This data also reveals that there we received a significant increase in regards to our Beginners population specifically in both grades 7 & 8th. . There are 25 ELLs at the beginners stage of the language acquisition process, while in grade 7 there are 11 students at the beginners stage and in the 8th grade there are only 13 all of these having been recent admits to the country & have been tested via the LAB-R By the same token, there are 17 Intermediate level students in grade 6, 27 in grade 7 and 18 in grade 8. In regards to advanced proficiency levels we have 46 students in grade 6, 30 students in grade 7 and 26 student in grade 8.



1b. What is revealed by the data patterns across proficiency levels and grades?

The data chart above indicates the proficiency of students in academic year 2009-2010 The data in Chart 2 reveals that most MS 319 ELLs have Listening and Speaking as their modality of strength, since most ELLs are either Advanced or Proficient in these modalities. The 6th & the 7th grades had the highest percentage of students who are either Beginners or Intermediates in Listening and Speaking (26 percent & 22%). Four percent of ELLs in the 6th and 8th grades are Beginners or Intermediates in Listening and Speaking.



The data in Chart 3 from academic year 2009-2010 also shows that in the 6th and 7th grade a high percentage of students are Advanced in Reading and Writing. In the 6th and 7th grades, 51 students from both 7th & 8th grade are at the advanced stage of the language acquisition process.

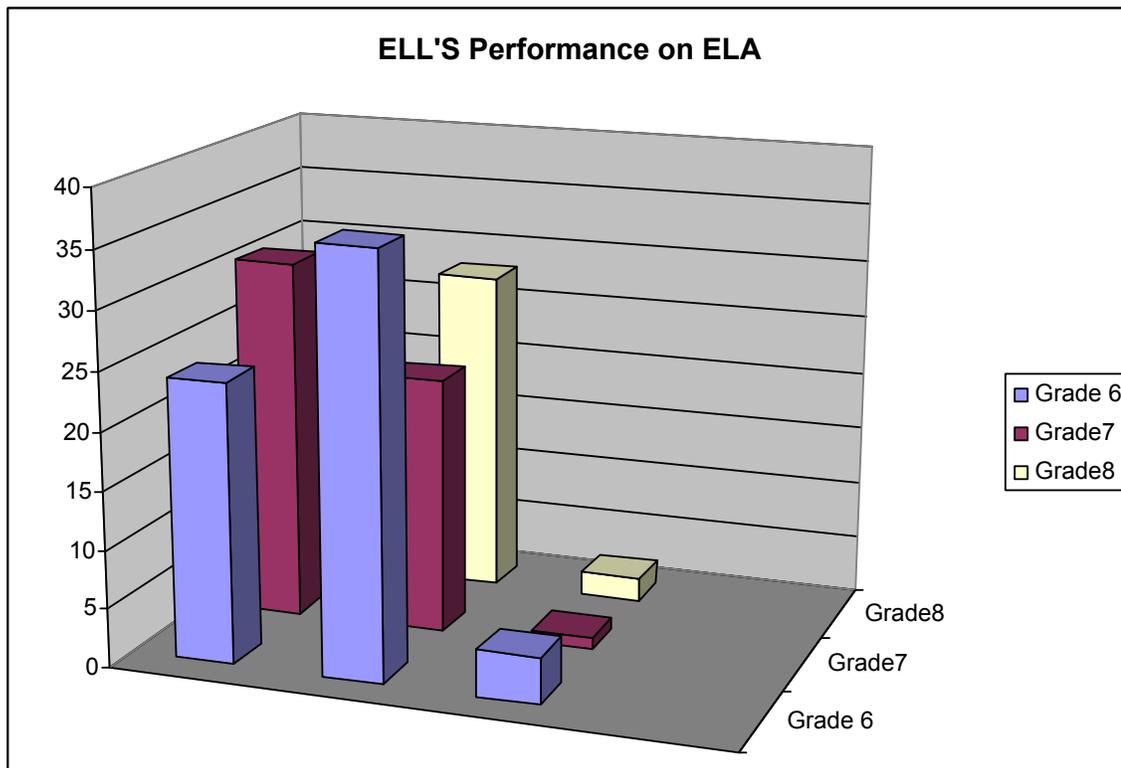
This data also shows that many students are reaching Advanced and Proficient levels in both Listening and Speaking as well as Reading and Writing. Small percentages of students have Beginner and Intermediate levels in either of the modalities, especially in the 6th and 7th grades. Yet there are still higher percentages of students who have reached Advanced and Proficient levels in Listening and Speaking than in Reading and Writing.

2. How will patterns across the four modalities—listening, speaking, reading, and writing—affect instructional decisions?

MS 319's NYSESLAT data from academic year 2009-2010, shows that the largest number of ELLs were in the 6th grade. If this pattern holds true in the results of the 2009-2010 NYSESLAT, the largest number of ELLs in academic year 2009-2010 will be in the seventh grade. Teachers in all grade levels receive a list of the ELLs in their classes at the beginning of the year, and plan their groupings with this data in mind. For example, all teachers who have ELLs in their classes create an ELL buddy system to provide ELLs an extra level of support in their content area classes. Because of the large number of ELLs in academic year 2009-2010 in the 6th grade, MS 319 has also concentrated its efforts at building students' vocabularies through the use of the ExC-ELL methodology in 6th grade. However, this program is being implemented in all grades, and across the content areas.

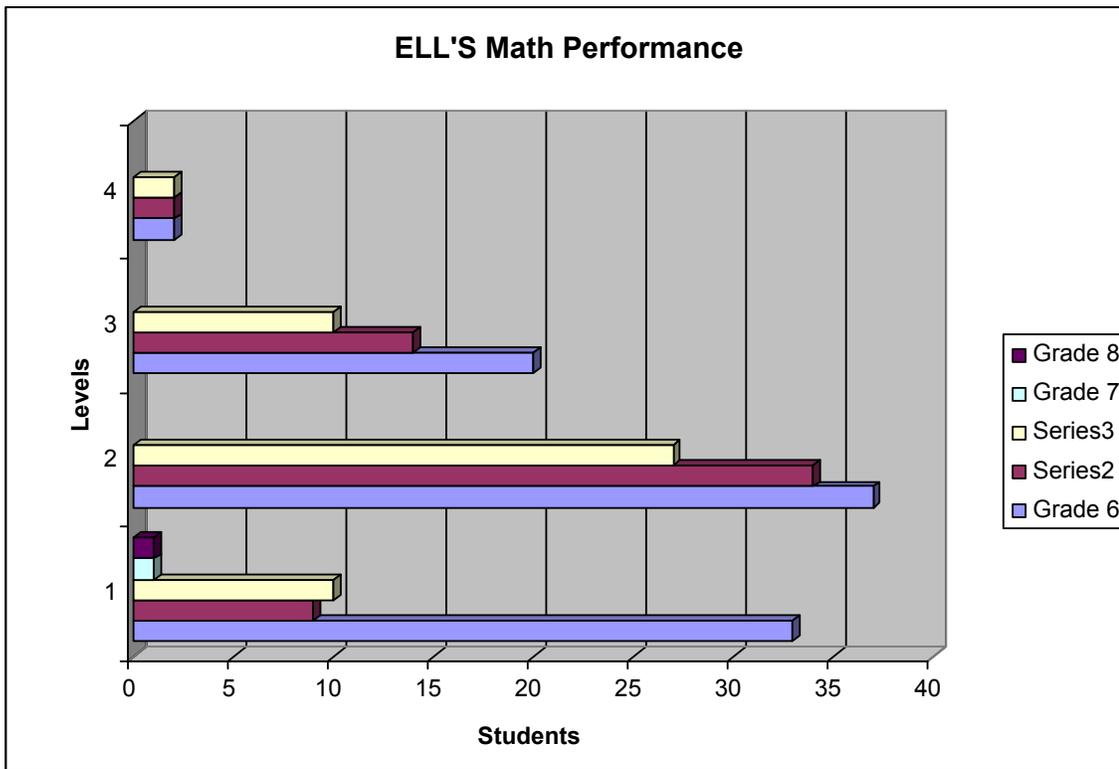
This data from academic year 2009-2010 also shows that, in general, MS 319 students perform better on the Listening and Speaking sections of the NYSESLAT test than on Reading and Writing. This means that here is a strong focus on reading and writing in all classes that contain ELLs, either TBE classes or monolingual classes that receive ESL support. The focus of the ELL pull-out program, which concentrates on Intermediate students in monolingual classes, is an intensive Reading and Writing program called EMC.

PART D



1. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

The data chart above indicates the proficiency of students in academic year 2009-2010. As shown in Chart 4, ELA assessment data from the 2010 New York State ELA exam reveals that the majority of ELLs in all grades scored a Level 2. Due to the fact that the scaling of the ELA Test was changed and increased, there was a small rise in level 1's mostly concentrated in grade 6. There were some level 3's however the bulk of the data reflects a higher concentration of ELLs at level 2's rather than 1's or 3's. In contrast however, even though our ELL's scores may have slightly decreased, we still made significant gains in regards to progress. The data patterns compared from the previous academic year still show our ELL's outperform their monolingual peers by gaining an increase of +1 in regards to levels and movement. However, for the first time at MS 319 our ELL'S that recently attained proficiency scored a 4 on both the ELA assessments and the Math assessment. This due to the fact that these students received their mandated maintenance of 1-2 years and participated of both Title III and afterschool programs lead by certified ESL & Bilingual Math teachers, thus outperforming their monolingual peers.



According to Chart

5, most ELLs score in the Level 2 or 3 range, with a much higher percentage scoring Level 3 in Math. 36% percent of ELLs in the 6th grade scored Level 3, while 35% percent of those in the 7th grade scored at that Level. In the 8th grade, 60 percent of ELLs scored a Level 3. The 6th grade saw the highest number of Level 1's in Math, with 16 percent. In the 7th grade, 12 percent of ELLs scored a Level 1, while in the 8th grade only nine percent of ELLs scored at Level 1.

Chart 6, Part D: Progress and Proficiency of ELLs in TBE and Monolingual Classes

MATH			
Average progress (2009 to 2010)	6th	7th	8th
TBE	8	17	20
Monolingual	3	7	1
Average proficiency (2008)			
TBE	2.75	2.89	3.86
Monolingual	2.40	2.98	3.19

ELA			
Average progress (2009 to 2010)	6th	7th	8th
TBE	45	49	40

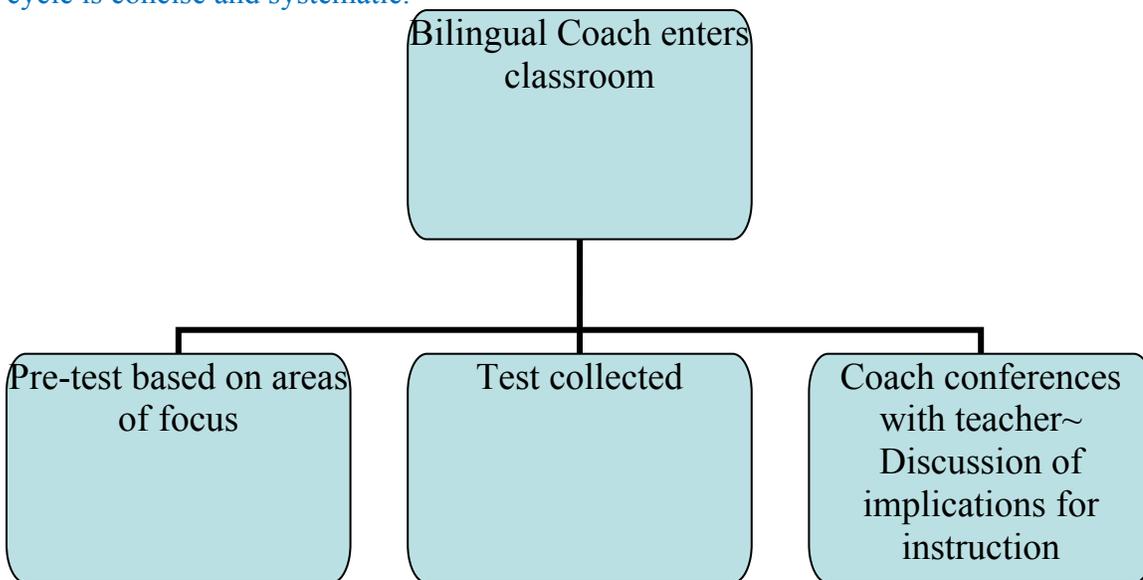
Monolingual	25	6	12
Average proficiency (2008)			
TBE	2.57	2.59	2.58
Monolingual	2.74	2.66	2.48

2. Describe how the school leadership and teachers are using the results of the ELL Interim Assessments.

As a school community, we decided to opt out of citywide interim assessments and design our own. Each department builds their own assessment, including the ESL/Bilingual Department. These assessments are standard-based and are aligned to each department’s state standards. Each department creates a unit test, skill analysis and answer key. Within the unit test, specific content strands, skills and standards are addressed based on students’ strengths and areas of focus. The students’ strengths and areas of focus are based on baseline assessments. The troublesome questions from the baseline are then spiraled into the next exam, enabling the teachers to pinpoint specific areas, rather than re-teach broad topics to the entire class.

AT MS 319, we have a data specialist that has been extensively trained in regards to dissemination and collection of data. Each department has a coach that has been thoroughly in the following areas; Data analysis, Data Interpretation, Direct Application of data results for instruction using a systematic approach called “Push Folders.”

After carefully analyzing and looking at trends, each coach begins a rotational series of visits whereby, the coach visits their assigned teacher with activities that focus on skills, that zoom in on their areas of focus. The cycle is concise and systematic.



3. What is the school learning about ELLs from the Interim Assessments? How is the Native Language used?

After careful consideration and evaluation of the assessment data, the school has learned that our English Language Learner population has out performed their monolingual counterparts. Our ELLs outperform their monolingual counterparts in every subject, including mathematics, science, social studies and English Language Arts. The native language arts and English Lanugage Arts curricula are aligned in order to give students support learning skills in both languages. The students study the same literacy skill in both their

native language and their new language. This helps reinforce their ability to transfer skills and to build academic language.

PART VI: Planning for ELLs

1. How is instruction delivered?

a. Organizational Models

TBE Program

The goals of MS 319's TBE program is to transition students into monolingual classes within three years, while still supporting the development of the native language literacy and content area skills. Students in the TBE classes receive 450 minutes of ESL instruction per week. They also receive 225 minutes of Native Language Arts instruction per week. In Math, Science and Social Studies, instruction is allocated according to students' language ability. Therefore, teachers provide direct instruction in Spanish, but students are grouped according to their language ability. Beginning ELLs work mostly in Spanish on independent work, whereas Intermediate and Advanced students work mostly in English.

Freestanding ESL

The goal of MS 319's Freestanding ESL program is to provide ESL support to ELLs as they transition into monolingual classes. Additionally, Freestanding ESL gives students instruction in the conventions of written English, vocabulary development and support in the development of their listening, speaking and reading skills. Freestanding ESL is provided through Social Studies content to Intermediate and Advanced students and through the push-in and pull-out program.

Dual Language

Last year was the first year of implementation of the Dual Language Program. Our Dual Language Program out performed both their monolingual peers and TBE peers on both the ELA & Math Test. At MS 319, we use the 50/50 weekly model, whereby, students receive Math and ELA one week in English and one week in Spanish. This also applies to Science. The only subject taught in English is Social Studies; to assist students in Social Studies, glossaries, bilingual dictionaries and Social Studies Textbooks in both English & the Native Language.

b. Program models

In the 2009-2010 school year, the 6th, 7th and 8th grade TBE classes were self-contained classes that traveled together as a group. They received ESL in five, two period blocks per week. All students who are newly arrived in the New York City Department of Education system receive ESL instruction in a small group setting. The "Newcomers" are pulled out by a certified ESL teacher during the double-block ESL period. These students receive ESL instruction in BICS, preparing them for conversation with peers and teachers at their new school. These students also receive cultural information about their new country. The students are exposed to ESL websites on the "Independent Learning Center", which is a 4 year old initiative at MS 319. These "ILCs", are stations of 6 computers where the students can log onto websites at various language proficiency levels. The teacher for this small group of students monitors their usage and their progress. To prepare for the NYSESLAT exam, the 6th, 7th and 8th grade ELLs participate in Friday language "Clinics". These clinics are carousel style learning experiences where the students receive topics that match the areas they are having difficulty with. For example, if the student is having difficulty with prepositions of place, the child would participate in a "Clinic" on that topic. These clinics afford the children a fun opportunity to laser in on their areas of weakness without making it an arduous experience. The students earn tickets for participation as well as for correct responses, which can later be turned in for prizes.

c. Instructional approaches and methods

Content areas

The subject area teachers include a variety of practices to support these students. Some of these are:

- List (group and label)
- Brainstorming
- Concept maps
- Literary circles using non-fiction content area text
- Question-answer relationship
- Quick writes
- Read and retell
- Semantic webs
- Role-playing
- Think-pair-share
- Writing process
- Interactive bulletin boards
- Double-entry journals
- Graphic organizers
- Vocabulary building and strengthening using ExCELL
- Semantic maps
- Visualization
- Story telling through pictures and illustrations
- ILC- Independent Learning Centers
- My Access Writing

At MS 319 every subject teacher that instructs these students is required to have a language objective for their lesson. These language objectives are determined by student work, student performance, teacher observation, and informal as well as formal assessment including NYSESLAT data results by modality, Student-Teacher conferencing as well as the language required for students to better understand the content.

The assignment of students to cooperative learning groups is taken very seriously when it come to long term ELLs. The content area student performance and the student language performance are examined, and then groups are formed. Cooperative groups give students the opportunity to read, listen, write, and speak for information and understanding, literary response and expression, critical analysis and evaluation, and for social interaction. The bilingual team helps the subject-area teacher to place students in groups and assists the teachers in making sure that in every subject area there is a wide variety of materials to support the ELLs. The ELLs are assigned a “Shoulder Buddy”, who can serve as a support system for the student. This peer relationship serves many purposes, as it also helps the students to think of each other as resources and therefore take ownership of their learning. In every subject there is a subject area library that has materials in both languages to assist students in that specific subject. There is also a variety of reading levels in both subjects. Renaissance levels are used in order to facilitate students’ increase in reading and vocabulary comprehension as well as to promote independence and ownership of learning.

Explicit ESL

MS 319’s ESL teachers mainly follow the balanced literacy curriculum with the TBE classes. Math instruction is also provided to ensure that students understand mathematical vocabulary in English, which will help them transition into monolingual math classes. ESL teachers employ many different ESL methodologies, depending on the content that they are presenting. For example, as part of the “modified mini-lesson” for

balanced literacy, ESL teachers will brainstorm ideas about the topic addressed in the reading, as well as preview vocabulary before a read aloud or shared reading activity, using visuals to support the students' understanding. Teachers also use picture walks, which help students build their understanding of a book's content before hearing the story. Many of our teachers were also trained in QTEL which has many activities which extend the readers' learning process. The QTEL pre-reading, reading and extension-of-reading activities deepen their understanding of the text, as well and activate prior knowledge and help the student make connections to their previous experiences at home or with other texts. All of these strategies – previewing vocabulary, brainstorming and picture walks – are employed to help students activate their prior knowledge about the topic, and students are encouraged to use their native language to understand English vocabulary and to make connections to the subject matter. Students also use a variety of graphic organizers to build their literacy skills, such as cause and effect organizers, Venn Diagrams, Cornell note-taking and inference/evidence T-charts.

Many of the strategies mentioned above are also used to deliver ESL instruction through Social Studies content. Teachers especially focus on the use of graphic organizers to make Social Studies content more comprehensible. Students are given support on their understanding of new vocabulary through the use of visuals, maps and globes and by connecting vocabulary terms to real-life situations. In addition, teachers focus on the 5 Habits of Mind through social studies, with an emphasis on Evidence, Significance and Point of View. ELLS in all grade levels work on a number of projects throughout the year in which they “put themselves in someone’s shoes” to build their understanding of historical events in an engaging way. These projects give them the opportunity to express themselves in writing and practice new vocabulary as well.

Push-in and pull-out programs

MS 319's ESL teachers use the pull-out and push-in program to ensure that Beginner and Intermediate ELLs in the monolingual classes receive the mandated number of instructional minutes per week (360 minutes). Advanced ESL students still in need of language support according to their NYSESLAT and ELA levels are also pulled out or given ESL support within their literacy classrooms. ESL teachers use RIGOR and New Comers Series Books to work with students in need of support with their reading fluency during the pull-out periods. Teachers also use the EMC reading program for Long Term ELLs. Teachers work on listening skills through the use of listening centers and discrete listening activities, as well as on writing conventions. Whether they are pulling out or pushing into their classes, ESL teachers plan with the content area teachers to ensure that they are supporting the work that happens in the classroom and that ESL students are not missing important content instruction. ESL teachers have access to the classroom teachers' conferencing logs, notes and other qualitative as well as quantitative data regarding their students. Access to existing data ensures that the students are not “Over Tested” by re-administering diagnostics that the classroom teachers already have data for. In addition, our long term ELLs and TBE students will use an innovative program called “My Access Writing”, to improve and further their understanding of the writing process and direct application of high school & college readiness for essay writing.

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

a. Explicit ESL

MS 319 identifies ELLs before school begins in September to ensure that ELLs are placed in classes where they will receive ESL instruction. Therefore, all Intermediate ELLs in monolingual classes are placed in one class and all Advanced students in another. The Intermediate students receive 180 minutes of ESL instruction through Social Studies per week, and an additional 180 minutes per week through the push-in/pull-out program. The Advanced students receive 180 minutes of ESL instruction through Social Studies per week. All Beginner and Intermediate and Advanced students who are in Transitional Bilingual Education classes

receive ESL one and half hours per day, for a total of 450 minutes per week, which exceeds the number of instructional minutes mandated by Part 154.

b. Explicit ELA

All ELLs in monolingual classes receive 10 periods of ELA per week. ESL teachers follow the ELA curriculum when they pull out ELLs, and plan with ELA teachers to ensure that their instruction complements the instruction in the ELA classroom. In addition, MS 319 ELA teachers are well-versed in ESL strategies, which have been proven effective for instruction for all students, not just ELLs. One of the school-wide strategies we use at MS 319 is ExcELL, which is a program that implements strategies through scaffolding instruction. The ExcELL methodology is divided into 5 components, the teaching of vocabulary, Oracy, Reading strategies, Writing strategies, and Assessment. Content area teachers, including math, ELA, social studies and science teachers use the ExcELL method to explicitly teach the vocabulary that may otherwise inhibit their students from understanding the content.

c. Explicit NLA

Students in the TBE classes receive 45 minutes of NLA instruction per day, or 225 minutes per week. SIFE students and students with low native language literacy skills as identified from the LAB and ELE tests also receive native language instruction through a pull-out program. A program named **RIGOR** is used to build on the native language skill for this SIFE population. The NLA curriculum has also been aligned to the ELA and ESL curricula to ensure that students begin making connections across content. The students are exposed to the same literacy skills in both English classes and their native language classes. The NLA department members also use the “**Aprenda**” program as an intervention tool. This program has a pre and post assessment component which quantifies the students’ vocabulary, grammar and writing mechanics and listening progress.

d. Content areas (see Table A)

The language of content area classes for the TBE classes is delivered percentage wise according to the language levels of the class. For example, a 60/40 ratio of Spanish and English. For monolingual ELL classes, all students receive instruction in English. Content area teachers are trained in strategies to use for ELLs such as ExC-ELL mentioned above, and the Bilingual and ESL Coordinators work with teachers on developing their instructional practices for ELLs.

3. Differentiating instruction for ELL subgroups

a. SIFE Instructional Plan

At MS 319 the Staff Development Team (specifically the Bilingual Coordinator) begins by making sure that every child that is registered in our school is taken through the process of identification and scrutiny for ESL services. A designated bilingual teacher in conjunction with the Bilingual Coordinator (Ms. Rhina Cerda), look at the student’s information when students are registered and classify students accordingly.

Once the students are identified as SIFE students, the parents select the appropriate class for the child. In general, parents of new arrivals, including SIFE students, choose to place their children in the Transitional Bilingual Education class. The child is placed in the selected class and the child’s name is provided to every teacher that teaches in that classroom.

The child that has been identified as a SIFE student is provided a Native Language proficiency examination in which a student is asked to read, write, speak and listen. This informal assessment is used as a base of data to help us transfer ELL’s language knowledge into English. This informal assessment takes into account multiple situations and contexts making sure the students are able to apply to language skills at the

same level in all situations. This is the first year that MS 319 will administer the ALLD exam for all newly arrived students to identify if they fall into the category of SIFE.

The child is provided the regular instructional day, but is supported with Tier 1 intervention as well as Tier 2 intervention. MS 319's main goal is that the child is given the quality of time that he/she is entitled for ESL. In the ESL classrooms students are placed by language level, not grade level. That means that some of the 6th and 7th graders might be in the same ESL classroom. This information is then utilized for Tier 1 and Tier 2 intervention. Students who have a low performance in their native language are then pulled out from the 30-student native language class and are taken with an intervention teacher to develop skills in the first language.

During the regular school day the subject teachers have a "buddy system" in which the SIFE students are paired with a student who has had more formal instruction. The classroom activities are based on the following:

- Elicit prior knowledge on given topics and check student comprehension often as topics are introduced.
- Emphasize life situations and problems that require a higher order of thinking.
- Make sure graphic organizer displays information clearly and logically.
- Employ drama, role play to enhance communication.

There is a library in every bilingual classroom that contains books in SIFE student's native language as well as in English that he/she is able to read. There are different literary genres and most important there are also non fiction books at the student's reading levels that allow subject teachers to recommend students to use support grade levels curriculum in math, social studies, science, and literacy. Students work in groups providing students a greater opportunity to read, write, listen, and speak for information and understanding, literary response and expressions, critical analysis and evaluation and social intervention.

Students are also provided with listening activities with books on tape in order to promote comprehension. In this manner students are provided with materials at the students "i + 1" level. This begins to promote rigor, making sure that students are also exposed to reading material out of the "comfort zone" so they continue advancing. The teachers during Tier I intervention pull them out to the conferencing stations and discuss material.

After school programs are offered for these specific students from the following selections:

- Math in the native language, "Destination Math"
- ESL classes/RIGOR for beginners and EMC for intermediate and advanced students
- "Homework Help"
- Parents are offered workshops in order to inform them of their child's education
 - Certified ESL teachers provide Saturday workshops for parents on topics such as Renaissance Reading, the use of reading logs, reading with your child at night, and other helpful things parents can do at home to help their child success academically
- Technology and sports and academic after school clubs
- BICS Program designed to build on the oral skills for newcomers.

Teachers utilize Smart Boards, computers to provide students with more visual aides in interactive activities to promote more learning and understanding of subject matter. These instruments assist teachers for scaffolding instruction by allowing teachers to support through modeling questioning and getting feedback. Assessing progress occurs on an ongoing basis by the bilingual coordinator during the pullout session in native language and by the subject teachers in the regular classrooms.

MS 319 provides SIFE students with a unit test in their subject area as well as a scaffolded English language unit test which includes pictures, figurative language, short fables and other reading skills the students have been practicing in ESL. This formative assessment serves to guide the teachers in helping the

students during regular class as well as in the after school activities. In that manner, students are provided the grade level curriculum, yet are assisted and supported by different programs.

In the middle of the year, the ESL teachers conduct a practice test very similar to the NYSELAT in order to assess growth and develop instructional plans for the students. During the entire school year, students participate in advisories as well as clubs with the monolingual students in order to immerse them in activities that are fun, but yet provide them with means to communicate in English (natural approach). ELA Test-prep is aligned to NYSESLAT Test sophistication.

This provides ELLs with activities that help them begin a transition from “Transitional bilingual classes” into all English or mainstream classes.

IDENTIFICATION

b. Plan for students with less than 3 years in the U.S.

IDENTIFICATION

Prior to the beginning of the school year, student data is looked at by the bilingual team. This helps us to identify incoming students in all grades, but specifically in 6th grade who have less than three years in the U.S.A. This assists us in determining placement of those students. Students who are still considered ELL's and belong to the transitional bilingual program are scheduled for ESL classes by language competency level: Advanced, Intermediate, and Beginning. This identification helps us to monitor the amount of minutes on native language instruction and English.

If the ELL student's parents have opted out of the transitional bilingual classroom, modality scores are provided to the monolingual subject teachers in order to emphasize areas in which the student might need more support (listening, writing, speaking, or reading). The bilingual coordinator meets with the teachers and assists the monolingual teachers to utilize the data to create activities which will help students acquire these competencies.

INFORMATION ASSESSMENT

ESL teacher made assessment is provided to the students with the objective of assessing: student's ability to read, write, listen, and speak with similar tests to the NYSELAT tests. This helps the teachers to set language goals for the students. The assessment process occurs informally throughout the school year, but a formative school wide assessment to evaluate progress is conducted during mid school year. This helps teachers to evaluate student progress which at times means: changing their ESL class (grouping) from one group to another (for example; from intermediate to a more advanced group). At times, perhaps means increasing the amount of English instructional time due to progress in language competency. Prior to the end of the school year a similar assessment is conducted which allows teachers to work specifically in language skills that students need to improve. Then, the formal assessment occurs (NYSELAT). Students have the right to go into a Spanish transition class in which the major subjects are taught in their native language (Spanish).

CLASSROOM ACTIVITIES

The subject area teachers integrate speaking, reading, and writing into NLA and ESL instruction. The utilization of technology such as Smart boards, Computers, Independent Learning Centers, Listening Centers etc. aids classroom teachers in eliciting ELL's prior knowledge in order to prepare students to learn more about it. The utilization of graphic organizers, roleplay, and post reading activities are utilized to support students. The utilization of listening centers (books on tape) and libraries in the classroom with a wide variety of materials in both languages are components of these classrooms. Reading and listening materials in English and Spanish are also present in every classroom at MS 319. There are books for the different reading levels as well. In addition, teachers take into account student's interests, experiences and culture to furnish the library. Some examples that show this are the selection of folktales, myths and legends, short stories and poems.

Students are grouped to complete classroom activities that require them to interact. The groupings are formed by teachers guided by students' abilities, task orientation in a heterogeneous model. This provides all students the opportunity to be supported by others as they ask questions and are in need to support their thinking.

The variety of group activities aimed to help students in improving their ability to read, write, listen, and speak for:

1. Information and understanding
- * Content area textbooks
- * Primary sources
- * Biographies
- * Technical matters

- * Reference books
- * Literacy circles
- * Essays, etc.
- 2. Literary response and expression
 - * Myths and legends
 - * Short stories
 - * Electronic books, etc.
- 3. Critical Analysis and Evaluation
 - * Literacy tests
 - * Books – fiction and non-fiction
 - * Newspapers, magazines, etc.
- 4. Social Interaction
 - * Friendly letters
 - * Journals (math) and writer’s notebooks (literacy)
 - * E-mail (e-chalk)
- 5. Core Standards Alignment between ELA and ESL
 - *Dual Language Pacing Calendar alignment to Core Standards
 - * ESL & Bilingual Pacing Guides aligned to Core Standards

COLLABORATION/PARENTAL INVOLVEMENT

Parents of these students are sent a parent letter every Thursday in their native language (Spanish) and English informing them of school major events. There is a section of the letters in which parents write concerns and questions. Then, the following week a response is sent. Parents are also offered workshops to help them in helping their children in school:

- City and State assessment information (October and January)
- Bilingual classroom (September – October)
- Mental Health (November)
- Technology, etc. (December, January)
- Ways to help your child in language acquisition (March)

Parents and students are trained on how to operate a computer, navigate the WEB and how to look for instructional activities for their children.

The Parent Coordinator organizes parental activities that bring parents to school such as:

- Cultural celebrations
- Fundraisers
- Parent volunteers

c. Plan for long term ELLs (in the New York City schools 6 years or more)

IDENTIFICATION

Prior to the beginning of academic year 2008-2009, the MS 319 Bilingual Team reviewed available data for our incoming 6th grade students. We look specifically at the elementary school testing history, including NYSESLAT data and ELA scores when applicable. We also review cumulative records and IEPs when applicable. The team first looks to identify potential ELLs, then to place them appropriately in either Transitional Bilingual classes, monolingual classes with ESL support services. This process continues as students are registered throughout the academic year. This is the same process for the students who have been previously enrolled in our school. The team continues to review student data, scores and teacher recommendations to adjust any placements which become inappropriate due to rapid growth and progression.

With parental consent students are placed in one of our monolingual classes designated by proficiency level, with ESL support. In every grade level we place the Intermediate students with non-ELLs. Also, the Advanced students are placed separately in another class, along with non-ELLs and Proficient students (“former ELLs). Mandated ESL services are provided in accordance with Chancellor’s Regulation Part 154. In addition, Social Studies instruction is provided by a certified ESL teacher in conjunction with the literacy coach and social studies team plans instruction utilizing ESL methodology.

In addition, MS 319 utilizes a free-standing ESL model for these students. The monolingual literacy teachers and math teachers meet regularly with the bilingual team (ESL teacher, Bilingual Coordinator) and literacy coach to discuss student progress. Every monolingual subject area teacher that teaches these students is provided with:

- A minimum of 10 hours of staff development for ELL instruction
- Training on forming a buddy system (student to student) for peer tutoring
- Modality scores per student so subject teachers are able to assist
- students in the areas that they need help.
- Teacher study groups once a week to assist teachers in their teaching strategies for ELL’s.

PULL OUT/PUSH IN ESL

The interventions that MS 319 provides are specific to the needs of the long term ELLs. Interventions include both during and after school programs: Great Leaps, the Wilson Program, RIGOR and EMC programs, Title III after school programs to support students understanding in the subject areas. Listening centers and Play-Station educational software are also present in these ELLs classrooms to help facilitate an increase in listening and reading comprehension as well as to promote group work and cooperation among ELLs.

ASSESSMENT

Assessing progress is done by subject teachers and ESL certified teachers on an ongoing basis. Previous year’s NYSESLAT data is used to form Transitional Bilingual classes. We begin the academic year with a baseline assessment administered to all ELL students. Once assessment results are received, groupings within the classes are created. Students are grouped by reading levels for Reader’s Workshop and by writing levels for Writer’s Workshop. Conferencing schedules and reader response letter schedules are also created using this data. In October, a Harcourt interim assessment is distributed. In February, students are assessed again with a teacher-made assessment very similar to the NYSESLAT to assess student language competency growth and next steps. In January, the second Harcourt interim assessment is administered and the process is reviewed again. In March, the third Harcourt interim assessment is administered and the process reviewed again. The utilization of school-wide unit test presents the subject teachers with the opportunity to look at every student individually by looking at the skill analysis sheet. This informs the teachers of the specific areas of weakness and strength of these students. Additionally, students participate in instructional clinics three times a year in literacy and in mathematics based on their focusing areas. Students attend the workshops that address the specific areas that they need help with. Finally in May, the NYSESLAT is administered for the state as per NCLB legislation.

Teachers also monitor students’ progress closely through conferencing, journal writing, in class performance including class work, homework and presentations. If the child seems to have learning difficulties, the case is referred to the Pupil Personnel team. Then, if needed the child is evaluated for special education services.

d. Plan for ELLs identified as having special needs

At the present time, MS 319 has 56 ELL students in the 6th, 7th & 8th grade who have been identified as having special needs. The students in the mainstream ESL classes received SETSS services as well as ESL services according to their proficiency level. ESL and SETSS teachers communicate on a regular basis about instruction and the students' instructional needs. In addition, the ESL teachers push in to these students' literacy classes to provide small group and individualized instruction and to ensure that the students do not miss literacy instruction time. The students in the 12 to 1 classes also receive ESL instruction through the ESL pull-out/push-in program.

4. Transitional support for Proficient ELLs

For at least one year after MS 319 students achieve levels of Proficient on the NYSESLAT test, they remain in an ESL class, receiving ESL instruction through Social Studies content. In addition, all teachers of other subjects are given, along with a list of ELLs, a list of "former ELLs" so they are aware who in their classes needs continued support. Teachers are also given training on ESL strategies through professional development sessions, such as ExcELL and QTEL, (see Section VII, Question 2).

Part VII. Resources and support

1. Instructional materials

ELLs benefit greatly in both their ESL classes and content area classes through the use of Smartboards, which are used in all of MS 319's classrooms. The Smartboard technology allows teachers to make their lessons graphic and visual, which enhances the understanding of vocabulary and content area material for all students. Students are also able to interact with the technology, which makes lessons more hands-on. Math, Science, literacy and Social Studies teachers all use the technology on a daily basis. MS 319 has a computer classroom which all students use on a regular basis. ESL teachers, particularly the Beginning level teacher, use the computer room regularly to support instruction with on-line and software programs.

All MS 319 teachers also make use of graphic organizers to make the information in their content area more comprehensible. ESL and literacy teachers use listening centers in their classrooms. Students are scheduled for use of the listening centers on a rotating basis, with students who have been identified through the NYSESLAT tests as needing help with listening given priority.

MS 319 actively participates in the Renaissance Reading Program. Through this program students are assessed for their Zone of Proximal Development reading level and check out books from the library that correspond to their reading level. Their reading comprehension is then checked through quizzes that they take upon completion of a book. Because students read books on their level, this program benefits ESL students, since they are able to develop their English literacy skills through "just right" books. The classroom libraries in both the freestanding ESL classroom and the TBE classrooms contain books that fit ELLs reading levels (which are often several levels below grade level). Students also visit the school library weekly, which contains books on a variety of levels, including non-fiction and picture books. MS 319's classroom libraries also contain a wide variety of books in Spanish and English, including content area books relating to Social Studies, Science and Math.

2. Professional Development

During 2009-2010 school year, MS 319 has conducted three full-staff professional development sessions on ELLs. The first session, which happened before the students started classes, focused on the identification of ELLs in all classes, using NYSESLAT data, and strategies to use with ELLs. All teachers were given lists of the ELLs in their classes and trained in how to create a "buddy system" by pairing ELLs with non-ELLs in their classrooms.

The second ELL Professional Development focused on strengthening ELL's language acquisition in the classroom. Teachers were given charts highlighting their ELLs' Areas of Strength and Areas of Concern according to the 2008 NYSESLAT data. ESL teachers shared their expertise on the strategies for improving

students' vocabulary comprehension through the use of student glossaries, the EXC-ELL program and the visuals to enhance ELLs comprehension of new vocabulary. In another professional development ESL teachers discussed identifying and tracking the language development needs of ELLs in monolingual classrooms. At MS 319, we also use literary circles in the ESL as well as content area classrooms to deepen the ELLs understanding of non-fiction text. The ESL teacher also shared her experience on the use of conferencing to inform, practice and assess ELLs' listening skills. In addition, teachers received professional development during school and afterschool via the following initiatives:

- EXC-ELL- Vocabulary Tuesday Election Day
- ILC & Skill Tutor
- Renaissance Math & Reading
- Balanced Literacy
- MY ACCESS Writing
- Title III Afterschool Organization
- Data Training
- ESL Buddy System

ESL/BILINGUAL DEPARTMENT PROFESSIONAL DEVELOPMENT CALENDAR

	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
BRABY	SUPERVISION OF Summer School	SIFE grant writing	*ELL Success Incentive Grant-Writing Workshops	SIFE AFTERSCHOOL & SATURDAY PROGRAM	SIFE AFTERSCHOOL & SATURDAY PROGRAM
CASTANEDA	Taught Summer School	MY ACCESS WRITING WORKSHOP	2 DAY WORKSHOP	BROOKLYN COLLEGE CAMPUS	FOLLOW UP MY ACCESS IMPLEMENTATION
DE LA MOTA	Internship	MY ACCESS WRITING WORKSHOP	2 DAY WORKSHOP	BROOKLYN COLLEGE CAMPUS	FOLLOW UP MY ACCESS IMPLEMENTATION
DEJESUS	3-Day Advanced EXC-ELL Workshop	MY ACCESS ORIENTATION	*Workshop on Using Data to Design Effective Instruction for ELLs	*Election Day Workshop EXC-ELL	MY ACCESS ADMINISTRATOR DATA TURN KEY
SANCHEZ	Technology Trainings	SMART BOARD TRAINING	ILC TRAINING	TILE III TECHNOLOGY TRAINING	TILE III TECHNOLOGY TRAINING
CID	Trainings		BALANCED LITERACY TRAINING	FOLLOW UP BALANCED TRAINING	FOLLOW UP BALANCED TRAINING

3. Native Language Support

Native Language support is delivered in the TBE program through NLA classes four days per week. Students in the TBE classes also receive Math instruction in Spanish, as well as some of their science content. Native Language is used in ESL and content area classes to activate prior knowledge. Students also have access to Spanish language libraries in their literacy classrooms as well as the Aprenda intervention program in Spanish.

VIII. Program Descriptions

Transitional Bilingual Education Program

Class	LANGUAGE OF INSTRUCTION					Percent of day in English
	ESL (2 periods)	Social Studies (1 period)	Science (1 period)	Math (2 periods)	NLA (1 period)	
621	English	English	English	Spanish	Spanish	57%
721	English	English	English	Spanish	Spanish	57%
821	English	English	English	Spanish	Spanish	57%

Class	LANGUAGE OF INSTRUCTION					Weekly Percentage in English	Weekly Percentage in Spanish
	ESL(1 week in English)	Social Studies	Science (1 week in English 1 week in Spanish)	Math (1 week in English 1 week in Spanish)	NLA (1 week in Spanish)		
606	English/Spanish	English	English/Spanish	Spanish/English	Spanish	100%	80%
706	English	English	English	Spanish	Spanish	100%	80%

Dual Language Education Program

ESL and Pull out/Push in Programs

All classes in these programs are taught in English, with the Native Language used to activate prior knowledge. Students also have access to Spanish language libraries. Students are divided into levels Beginners, Intermediates and Advanced. All beginners are placed on TBE classes as per parental request and choice. Intermediate and advanced ELL'S are placed either in TBE, Monolingual or Dual Language Class as per parental request and school choice and availability.

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Title III- Supplemental Instructional Services

Most of our beginners and intermediate students at MS319 are placed in a TBE class although some are advanced. This varies according to parental choice and school availability. Proficient students and ELLS' at different developmental stages are placed in our Dual Language classes. The ratio is 50/50 in regards to abilities & language instruction. Our CTT Model class has a mixture of both Bilingual students and students that have IEP's. These students are grouped heterogeneously and are also at different developmental stages. Our Free-standing ESL class contains students who are in a monolingual environment but receive ESL support via certified ESL teachers in Social Studies. Furthermore, students that receive either 180 or 360 minutes are serviced through both the pull-out model and push-in model as well.

We at MS 319 have a variety of supplemental instructional services that are offered to our ELL Population either during 37.5., after school and/or Saturday Program. The Instructional Programs that we use for both our after school and Saturday Program is as follows:

*EMC- Literature and the Language Arts-Textbook, Workbook, Grammar Textbook & Workbook, Write – In Reader – This Program is used from Monday- Thursday from 3:00-4:30pm with our ELL Population and has NLA support

*MY ACCESS Writing- This is an effective program that we piloted approximately 2 years ago and have now regained acquisition of and licenses. This program is used to target SIFE, Long Term ELL'S and all of our other ELL Population. This Program is also used for pull-outs and after school programs that are implemented Monday through Thursday from 3:00-5:00pm during the week.

*RIGOR & EXC-ELL- This was a pilot program started at MS 319 about 4 to 5 years ago and has been very successful among our SIFE Population and Long Term ELL'S – This is utilized during the week and for Saturday Program from 9:00-12:00pm - targeting our SIFE Population. RIGOR is done in both English & Spanish to support development of NLA.

Our CTT Class consists of two teachers: one content area certified and the other certified in the area of Special Education. During certain days of the week, teachers plan accordingly and divide the group into two smaller groups. After having looked at the data extensively, students are grouped by levels and academic needs according to their ELA, Math & NYSESLAT scores and learning modalities. ESL, ELA & NLA are aligned in regards to delivery of instruction and Units of Study.

Parents receive all school information such as letters and any other written communication in both languages on Thursday using a system called the Thursday Envelope, whereby information is disseminated and collected to and from parents. Parents can respond with any questions and concerns either by letter or using the MS 319.org portal. Translation services and language interpreters are available at all times to assist parents with documents, questions or any concerns that they may have.

This year we have launched a positive and motivational campaign regarding “College For All” program whereby we believe that all of our students, especially our English Language Learners have the ability of graduating not only from high school with honors, but getting ready for college and its challenges at the middle school stage. During town hall, students are exposed to dialogues, forums and even fieldtrips taken to different colleges in New York City. They are provided with the opportunity to ask questions and interact with college graduate students who took them on tour of the Columbia University Campus.

Our school has invested interest in training the majority of its staff members and all ESL & Bilingual staff members in working with our ELL Population to increase not only their academics but also in establishing relationships via mentoring, after school and enrichment clubs done on Tuesday & Thursday from 8:30 am – 9:10am. Our school selects a Saturday and does a special parental activity for the parents of our ELL students. Parents participate in workshops that teach them the different aspects of becoming a school member of MS 319 and the different technological programs that our ELL student body has the opportunity of using and becoming savvy in. Thus, enabling them to become a part of the Global Society of the 21st Century and fully equipped as future Global citizens.

Professional Development that our staff members have received training in and will continue to receive are as follows:

- Q-TEL
- EXC-ELL
- RIGOR
- MY ACCESS Writing
- EMC – Literature and the Language Arts
- Learning Village

As our population will continue to change and grow, so must we in regards to teacher trainings and programs that will better serve the needs of our ELL population.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget

School: 06M319 BEDS Code: 310600010319

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) - Per session - Per diem	\$24,800	<i>Title III Math After school Program (Fall/Spring) - for at-risk and low level students who need additional assistance. Every Tue & Thurs 3:00 pm-4:30 pm</i> 4 Teachers @ 49.89/hr x 3hrs x 16 weeks = \$9,578.88 <i>Title III ESL After school Program (Fall/Spring) -</i>

		<p>for at-risk and low level students who need additional assistance in reading and writing. Every Tue & Thurs 3:00 pm-4:30 pm</p> <p>4 Teachers @ 49.89/hr x 3hrs x 16 weeks = \$9,578.88</p> <p><i>1 Supervisor for Title III After School Programs (@ 52.21/hr) = \$2,300.00</i></p> <p><i>Title III Planning & PD Workshops for ESL & Bilingual Teachers (Fall)</i></p> <p>Fridays 3:00 pm- 4:00 pm</p> <p>(8 Teachers @ 49.89/hr x 1hr/ Workshop) x 5 Workshops = \$1,995.60</p> <p><i>Parental Workshop for parents ESL/ELL students (Fall/Spring).</i></p> <p><i>(4 Teachers @ 49.89/hr x 3hrs/ Workshop) x 2 Workshops = \$1,197.36</i></p>
<p>Purchased services</p> <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	-	-
<p>Supplies and materials</p> <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. 	\$5,320	<p><i>Non-fiction reading materials in NLA & ESL; Social Studies “Reading Essentials” Vocabulary books in NLA & ESL, NYSESLAT Test-Prep Materials, and General Instructional Supplies</i></p> <p><i>Materials/Refreshments for Parental Workshops</i></p>
Educational Software (Object Code 199)	-	-
Travel	-	-
Other	-	-
TOTAL	\$30,120	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
Based on documents such as: Home Language survey, Blue emergency card, cumulative records, parents' survey, parent orientation meetings, and SLT meetings there is a need for communication to occur in Spanish. Therefore, we ensure that everything we offer translation services for in written and oral communications with parents. For example every Thursday the school sends home a letter that is in English and Spanish.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
One of the major findings is the fact that we are in need of French translation since we have two students who come from families where the predominant language spoken at home is French.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
We have certified bilingual staff personnel who translate letters and documents for parents.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
The Principal and Bilingual coordinator speak the main second language which is Spanish.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

All school letters will be translated into Spanish. The school has identified the guidance counselor who speaks French and will translate documents for the parent of the 1 student who speaks French.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	572,118	75,370	647,488
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,721	7,537	13,258
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:	88,008 (15%)	*	88,008

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **99%**
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Of my staff, only one teacher is currently identified as being not highly qualified and is currently awaiting State Exam results to complete Certification. During this past school year, the Teacher in-question has been provided comprehensive professional development in the form of one-on-one and peer-counseling, demo lessons, professional workshops, and external educational opportunities.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Parent Component

Our Parents are an important part of our school community. It is important for us (MS 319) to form a partnership with the parents of our students. By forming this partnership our students will be much more successful.

Parent Coordinator: MS 319 has a Parent Coordinator, Willie Frias. The role of the Parent Coordinator is to help facilitate communication between the parents and the school. When parents visit the school they should see Mr. Frias, as well as, the person they are coming to see. If teachers experience trouble contacting a parent Mr. Frias can assist them.

Parent Contact: It is important for teachers to communicate with parents. This communication should occur to keep the parents informed of their child's progress or lack of progress. Teachers should keep their own list of phone numbers but can also access these numbers through the emergency blue cards located in the main office. Parents must make appointments if they wish to see you, or you them. These appointments must occur during the teacher's preparation period or before or after school.

Yellow Envelopes: Every Thursday MS 319 sends home a Parent Letter with every student in the Yellow Envelope. This letter keeps parents informed of all school events and of any activities occurring in the school during the next week or in upcoming weeks. This letter helps to keep parents informed and is an integral part of our school community. Sometimes parents cannot always come into the school. This letter serves to keep parents informed. Included in this letter is an interactive section allowing parents to write to “Maria Teresa” with their concerns or any questions or comments that they wish to share. Flyers and any other informative letters should be sent home in these yellow envelopes.

Homeroom teachers and advisors pass out these envelopes every Thursday afternoon to the students in their class. The student’s name must be placed on his/her envelope. Parents are to sign the front of the envelope and the students are to return these envelopes to the homeroom teachers every Friday morning. Homeroom teachers and/or advisors should make a list of those students who have not returned their envelopes and provide this list to our parent coordinator who will then contact these parents. These activities help to keep parents up to date on the school’s happenings.

P.A.: We have a Parents’ Association and all parents are encouraged to join and attend P. A. meetings which will be announced in the Thursday letter. Parents’ Association meetings are held once a month.

P.A. Officers

President: Henry Bonilla
Vice President: Vivian Morales
Secretary: Yanira Baez
Treasurer: Marilin Salcedo

M.S. 319 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan as early as the first day of school September 2, 2008.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent. We will have a meeting to discuss this plan which will be held on October 22nd, 2008.

- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning; we will accomplish this by forming an Instructional Squad.
 - that parents are encouraged to be actively involved in their child’s education at school; Thursday letter and 10 workshops, also we will ask for 10 hours of volunteer time from parents.
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.
1. M.S. 319 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: Meetings with the Parent Association, which will be held once a month, meetings with the School Leadership Team once a month and letters sent home every Thursday of the week.
 2. M.S. 319 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Meeting with PTA and meetings with the SLT.
 3. M.S. 319 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: Joining us will be the members of the instructional squad and the SLT.
 4. M.S. 319 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: such as: Renaissance math, Renaissance reading, early morning, Homework help, Math Jump
 5. M.S. 319 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. This evaluation will be conducted by a team of parents and staff members all working in conjunction to have a more effective feedback. We will be concentrating on the most important factors and will come up with a strategy which will in the end conclude with satisfactory markings.
 6. M.S. 319 will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State’s academic content standards
 - ii. the State’s student academic achievement standards

- iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: Educational workshops, the formation of an instructional squad and instructional walks through the building.
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: having a parent and teacher activity days and nights, welcoming parents into our classrooms, involving staff in parent meetings and involving parents in staff meetings.
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Renaissance reading, Renaissance math, early morning, math jump and homework help we will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: Surveys will be sent out to better understand the parents need. Also letters will be sent out every Thursday to make sure that parents are up to par with everything that is happening in their child's school on a weekly basis. In this letter we will let them know about the uniforms and parent workshops and any other programs or activities that will be taken place during the week.
- f. The school also utilizes the school messenger system which places calls to parents informing them of events as well as how their children are performing in school.

School Responsibilities

M.S. 319 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Staff members along with parent involvement will all have professional and educational meetings so that our curriculum and instruction in and out of class over exceeds our standards. Also our school environment will be one where each person is accountable for his/her actions. This will be a model school building across the city with the help and participation of both teams the teachers and the parents.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: on a 3 month period and will be more like an open house where teachers meet and greet parents and speak on a one to one basis with them and can explain in better detail where their children stand academically.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Parents will receive reports when report card is due as well as when a child is already ahead of time in danger of failing.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: On a daily basis as long as the parent has an appointment with the teacher. Teachers will be available to parents at all times.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: the formation of an instructional squad which will be in the classrooms and will also participate in instructional learning walks. Each parent will be ask to donate about 10 hours of their time to the school during the year. This way every parent can see what their child is doing in our school setting.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time. Taking them to museums, on trips to the library, watching the discovery channel, reading a common book and taking them to plays.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Comply with 10 hrs of parent volunteering.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)

M.S. 319 will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any Schoolwide Program plan, in an organized, ongoing, and timely way.

3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

SIGNATURES:

SCHOOL	PARENT(S)	STUDENT
DATE	DATE	DATE

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

English Language Arts pg. 12

Math pg. 18

Social Studies pg. 14

Science pg. 32

ESL pg 23

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

Pg. 5

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards. Professional Development is ongoing in MS 319. Our coaches in consultation with the cabinet are constantly assessing teacher needs and providing each teacher with individualized staff development. We also work in collaboration with the Exc-ell program and Dr. Margarita Calderon of John Hopkins University.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Study group as part of the teaching load

Smaller class size due to splits in literacy and Math

Scheduling (Enrichment and Advisory); ex Math (20 Teaching periods, 3 Interventions, 1 study group, 1 team meeting)

Literacy and Math teachers only teach 2 classes.

6. Strategies to increase parental involvement through means such as family literacy services.
 Collaboration of Children's Aid Society to provide parents with ESL classes, GED and computer classes
 Parent workshops provided by our Parent Coordinator and Teachers
 These activities will be announced in our Thursday letters as well as in Parent Association meetings

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
 N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

 Team meetings scheduled for all teachers in the same grade at the same time; Study group for teachers for reflective practices; A literacy and Math coach, coordinator for bilingual services; School wide skill analysis assessment

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that
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Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			478,389 (less set-asides)	X	18,20,28,29,30
Title I, Part A (ARRA)	Federal	X			67,833 (less set-asides)	X	18,28,29,30
Title II, Part A	Federal			X		-	-
Title III, Part A	Federal	X			30,120	X	18,28,30
Title IV	Federal			X		-	-
IDEA	Federal	X			125,642	X	
Tax Levy (TL FSF Incremental, TL Fair Student Funding, TL FSF Legacy Teacher, TL Children First Operating, TL One-Time Allocations, TL Stabilization, TL Summer School, TL SIFE)	Local	X			3,217,745	X	18,20,28,29,30

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and

Coordinate and integrate Federal, State and local services and programs

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

As of our October 29th Register we currently have two students listed in Temporary Housing.

2. Please describe the services you are planning to provide to the STH population.
Identified students will receive monthly counseling sessions with our Guidance Counselor to monitor and maintain student's mental and educational health. Identified students will also be assisted with emergency supplies such as school uniforms, instructional supplies and books, as well as assistance with class trips, senior events such as "Graduation", and similar academic programs and activities.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	M.S. 319 - Maria Teresa					
District:	6	DBN:	06M319	School		310600010319

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		92.9	93.1	94.2
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	154	206	192				
Grade 7	162	160	206				
Grade 8	165	169	166				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	3	3	6				
Total	484	538	570				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	93.7	93.1	95.3

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	87.6	98.3	99.3

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	8	19	39

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	29	32	19

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	33	28	35	Principal Suspensions	19	20	22
# in Collaborative Team Teaching (CTT) Classes	0	6	6	Superintendent Suspensions	12	41	26
Number all others	48	50	49				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	92	75	TBD	Number of Teachers	42	41	47
# in Dual Lang. Programs	0	10	TBD	Number of Administrators and Other Professionals	10	11	8
# receiving ESL services only	82	68	TBD	Number of Educational Paraprofessionals	4	3	5
# ELLs with IEPs	7	46	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	7	10	29	% fully licensed & permanently assigned to this school	100.0	100.0	94.9
				% more than 2 years teaching in this school	23.8	56.1	55.3
				% more than 5 years teaching anywhere	28.6	34.1	44.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	71.0	80.0	78.7
American Indian or Alaska Native	0.0	0.0	0.2	% core classes taught by "highly qualified" teachers	79.3	96.9	91.7
Black or African American	8.9	6.7	5.8				
Hispanic or Latino	90.5	92.4	93.2				
Asian or Native Hawaiian/Other Pacific	0.0	0.2	0.2				
White	0.6	0.7	0.7				
Male	55.2	58.7	58.4				
Female	44.8	41.3	41.6				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-	-				
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	71.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	13.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	43.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	7						

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CEIPEA	District 6	School Number 319	School Name Maria Teresa Mirabal
Principal Ysidro Abreu		Assistant Principal Alan Faulkner	
Coach Eva L. De Jesus		Coach Penelope Duda	
Teacher/Subject Area Tiffany Braby		Guidance Counselor Ruth Santos	
Teacher/Subject Area Guillermina Reynoso		Parent Mr. Bonilla	
Teacher/Subject Area Ivelisse Nunez		Parent Coordinator Willie Frias	
Related Service Provider type here		Other type here	
Network Leader Alan Cohen		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	5	Number of Certified Bilingual Teachers	3	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	2	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	571	Total Number of ELLs	227	ELLs as Share of Total Student Population (%)	39.75%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here IDENTIFICATION

Prior to the beginning of academic year 2009-2010, the MS 319 Bilingual Team reviewed available data for our incoming 6th grade students. We look specifically at the elementary school testing history, including NYSESLAT data and ELA scores when applicable. We also review cumulative records and IEPs when applicable. The team first looks to identify potential ELLs, then to place them appropriately in either Transitional Bilingual classes, monolingual classes with ESL support services. This process continues as students are registered throughout the academic year. This is the same process for the students who have been previously enrolled in our school. The team continues to review student data, scores and teacher recommendations to adjust any placements which become inappropriate due to rapid growth and progression.

With parental consent students are placed in one of our monolingual classes designated by proficiency level, with ESL support. In every grade level we place the Intermediate students with non-ELLs. Also, the Advanced students are placed separately in another class, along with non-ELLs and Proficient students ("former ELLs). Mandated ESL services are provided in accordance with Chancellor's Regulation Part 154. In addition, Social Studies instruction is provided by a certified ESL teacher in conjunction with the literacy coach and social studies team plans instruction utilizing ESL methodology.

In addition, MS 319 utilizes a free-standing ESL model for these students. The monolingual literacy teachers and math teachers meet regularly with the bilingual team (ESL teacher, Bilingual Coordinator) and literacy coach to discuss student progress. Every monolingual subject area teacher that teaches these students is provided with:

- A minimum of 10 hours of staff development for ELL instruction
- Training on forming a buddy system (student to student) for peer tutoring
- Modality scores per student so subject teachers are able to assist students in the areas that they need help.
- Teacher study groups once a week to assist teachers in their teaching strategies for ELL's.
- ELL Focus Folders. In this folder teachers from all subjects place student work or any information that pertains to these students in relation to the language goals. Teachers meet and analyze the folder once a month to assess progress and set next steps. For example, if a student has a problem with writing, the math teacher will look at the student math journal and focus on the goal for that student that the team has established for the month. In that manner the effort of all teachers is directed in a systematic way. Content area teachers are encouraged to embed language objectives into content instruction. Staff development is continually provided to support the inclusion of language objectives into lesson and curriculum planning. Staff development sessions are held monthly for the entire MS 319 staff and weekly during study group sessions for teachers in each subject area. In addition, common planning and team meetings are encouraged and facilitated throughout the year.

PULL OUT/PUSH IN ESL

The interventions that MS 319 provides are specific to the needs of the long term ELLs. Interventions include both during and after school programs: Great Leaps, the Wilson Program, RIGOR and EMC programs, Title III after school programs to support students understanding in the subject areas. Listening centers and Play-Station educational software are also present in these ELLs classrooms to help facilitate an increase in listening and reading comprehension as well as to promote group work and cooperation among ELLs.

ASSESSMENT

Assessing progress is done by subject teachers and ESL certified teachers on an ongoing basis. Previous year's NYSESLAT data is used to form Transitional Bilingual classes. We begin the academic year with a baseline assessment administered to all ELL students. Once assessment results are received, groupings within the classes are created. Students are grouped by reading levels for Reader's Workshop and by writing levels for Writer's Workshop. Conferencing schedules and reader response letter schedules are also created using this data. In October, a Harcourt interim assessment is distributed. In February, students are assessed again with a teacher-made assessment very similar to the NYSESLAT to assess student language competency growth and next steps. In January, the second Harcourt interim assessment is administered and the process is reviewed again. In March, the third Harcourt interim assessment is administered and the process reviewed again. The utilization of school-wide unit test presents the subject teachers with the opportunity to look at every student individually by looking at the skill analysis sheet. This informs the teachers of the specific areas of weakness and strength of these students. Additionally, students participate in instructional clinics three times a year in literacy and in mathematics based on their focusing areas. Students attend the workshops that address the specific areas that they need help with. Finally in May, the NYSESLAT is administered for the state as per NCLB legislation.

Teachers also monitor students' progress closely through conferencing, journal writing, in class performance including class work,

homework and presentations. If the child seems to have learning difficulties, the case is referred to the Pupil Personnel team. Then, if needed the child is evaluated for special education services.

d. Plan for ELLs identified as having special needs

At the present time, MS 319 has 56 ELL students in the 6th, 7th & 8th grade who have been identified as having special needs. The students in the mainstream ESL classes received SETSS services as well as ESL services according to their proficiency level. ESL and SETSS teachers communicate on a regular basis about instruction and the students' instructional needs. In addition, the ESL teachers push in to these students' literacy classes to provide small group and individualized instruction and to ensure that the students do not miss literacy instruction time. The students in the 12 to 1 classes also receive ESL instruction through the ESL pull-out/push-in program.

4. Transitional support for Proficient ELLs

For at least one year after MS 319 students achieve levels of Proficient on the NYSESLAT test, they remain in an ESL class, receiving ESL instruction through Social Studies content. In addition, all teachers of other subjects are given, along with a list of ELLs, a list of "former ELLs" so they are aware who in their classes needs continued support. Teachers are also given training on ESL strategies through professional development sessions, such as ExcELL and QTEL, (see Section VII, Question 2).

Part VII. Resources and support

1. Instructional materials

ELLs benefit greatly in both their ESL classes and content area classes through the use of Smartboards, which are used in all of MS 319's classrooms. The Smartboard technology allows teachers to make their lessons graphic and visual, which enhances the understanding of vocabulary and content area material for all students. Students are also able to interact with the technology, which makes lessons more hands-on. Math, Science, literacy and Social Studies teachers all use the technology on a daily basis. MS 319 has a computer classroom which all students use on a regular basis. ESL teachers, particularly the Beginning level teacher, use the computer room regularly to support instruction with on-line and software programs.

All MS 319 teachers also make use of graphic organizers to make the information in their content area more comprehensible. ESL and literacy teachers use listening centers in their classrooms. Students are scheduled for use of the listening centers on a rotating basis, with students who have been identified through the NYSESLAT tests as needing help with listening given priority.

MS 319 actively participates in the Renaissance Reading Program. Through this program students are assessed for their Zone of Proximal Development reading level and check out books from the library that correspond to their reading level. Their reading comprehension is then checked through quizzes that they take upon completion of a book. Because students read books on their level, this program benefits ESL students, since they are able to develop their English literacy skills through "just right" books. The classroom libraries in both the freestanding ESL classroom and the TBE classrooms contain books that fit ELLs reading levels (which are often several levels below grade level). Students also visit the school library weekly, which contains books on a variety of levels, including non-fiction and picture books. MS 319's classroom libraries also contain a wide variety of books in Spanish and English, including content area books relating to Social Studies, Science and Math.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							1	1	1					3
Dual Language <small>(50%:50%)</small>							1	1						2
Freestanding ESL														
Self-Contained							1	1	1					3
Push-In									1					1
Total	0	0	0	0	0	0	3	3	3	0	0	0	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	227	Newcomers (ELLs receiving service 0-3 years)	95	Special Education	53
SIFE		ELLs receiving service 4-6 years	76	Long-Term (completed 6 years)	86

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 special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	42	22	2	10	2	2	1	0	2	53
Dual Language	14	7	2	12	1	3	2	0	0	28
ESL	11	0	7	47	3	20	24	1	16	82
Total	67	29	11	69	6	25	27	1	18	163

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							31	29	30					90
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

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
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	31	29	30	0	0	0	0	90

**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																
Spanish													19	11	15	15			34	26
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	19	11	15	15	0	0	34	26

**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
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>29</u>	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							43	25	32					100
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1							1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	44	25	32	0	0	0	0	101

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

How is instruction delivered?

a. Organizational Models

TBE Program

The goals of MS 319's TBE program is to transition students into monolingual classes within three years, while still supporting the development of the native language literacy and content area skills. Students in the TBE classes receive 450 minutes of ESL instruction per week. They also receive 225 minutes of Native Language Arts instruction per week. In Math, Science and Social Studies, instruction is allocated according to students' language ability. Therefore, teachers provide direct instruction in Spanish, but students are grouped according to their language ability. Beginning ELLs work mostly in Spanish on independent work, whereas Intermediate and Advanced

students work mostly in English.

Freestanding ESL

The goal of MS 319's Freestanding ESL program is to provide ESL support to ELLs as they transition into monolingual classes. Additionally, Freestanding ESL gives students instruction in the conventions of written English, vocabulary development and support in the development of their listening, speaking and reading skills. Freestanding ESL is provided through Social Studies content to Intermediate and Advanced students and through the push-in and pull-out program.

Dual Language

Last year was the first year of implementation of the Dual Language Program. Our Dual Language Program out performed both their monolingual peers and TBE peers on both the ELA & Math Test. At MS 319, we use the 50/50 weekly model, whereby, students receive Math and ELA one week in English and one week in Spanish. This also applies to Science. The only subject taught in English is Social Studies; to assist students in Social Studies, glossaries, bilingual dictionaries and Social Studies Textbooks in both English & the Native Language.

b. Program models

In the 2009-2010 school year, the 6th, 7th and 8th grade TBE classes were self-contained classes that traveled together as a group. They received ESL in five, two period blocks per week. All students who are newly arrived in the New York City Department of Education system receive ESL instruction in a small group setting. The "Newcomers" are pulled out by a certified ESL teacher during the double-block ESL period. These students receive ESL instruction in BICS, preparing them for conversation with peers and teachers at their new school. These students also receive cultural information about their new country. The students are exposed to ESL websites on the "Independent Learning Center", which is a 4 year old initiative at MS 319. These "ILCs", are stations of 6 computers where the students can log onto websites at various language proficiency levels. The teacher for this small group of students monitors their usage and their progress. To prepare for the NYSESLAT exam, the 6th, 7th and 8th grade ELLs participate in Friday language "Clinics". These clinics are carousel style learning experiences where the students receive topics that match the areas they are having difficulty with. For example, if the student is having difficulty with prepositions of place, the child would participate in a "Clinic" on that topic. These clinics afford the children a fun opportunity to laser in on their areas of weakness without making it an arduous experience. The students earn tickets for participation as well as for correct responses, which can later be turned in for prizes. In addition to this we successfully began our implementation of the Dual Language Model in grade 6. This is a second year initiative that we are expanding as we will have a grade 6,7, and grade 8 Dual Language Class. Students that both ELL'S and EP'S receive English and Spanish Instruction on a weekly basis. One week in English and one week in Spanish. Students receive instruction in both English and the target language through ELA, Math and Science. Social Studies is taught in English. Students receive support in Social Studies via back to back books, dictionaries, glossaries and heterogeneous pairing of ELL'S with EP'S.

c. Instructional approaches and methods

Content areas

The subject area teachers include a variety of practices to support these students. Some of these are:

- List (group and label)
- Brainstorming
- Concept maps
- Literary circles using non-fiction content area text
- Question-answer relationship
- Quick writes
- Read and retell
- Semantic webs
- Role-playing
- Think-pair-share
- Writing process
- Interactive bulletin boards
- Double-entry journals
- Graphic organizers
- Vocabulary building and strengthening using ExCELL
- Semantic maps
- Visualization
- Story telling through pictures and illustrations
- ILC- Independent Learning Centers
- My Access Writing

At MS 319 every subject teacher that instructs these students is required to have a language objective for their lesson. These language objectives are determined by student work, student performance, teacher observation, informal as well as formal assessment including NYSESLAT data results by modality, Student-Teacher conferencing as well as the language required for students to better understand the content.

The assignment of students to cooperative learning groups is taken very seriously when it comes to long term ELLs. The content area student performance and the student language performance are examined, then groups are formed. Cooperative groups give students the opportunity to read, listen, write, and speak for information and understanding, literary response and expression, critical analysis and evaluation, and for social interaction. The bilingual team helps the subject-area teacher to place students in groups and assists the teachers in making sure that in every subject area there is a wide variety of materials to support the ELLs. The ELLs are assigned a "Shoulder Buddy", who can serve as a support system for the student. This peer relationship serves many purposes, as it also helps the students to think of each other as resources and therefore take ownership of their learning. In every subject there is a subject area library that has materials in both languages to assist students in that specific subject. There is also a variety of reading levels in both subjects. Renaissance levels are used in order to facilitate students' increase in reading and vocabulary comprehension as well as to promote independence and ownership of learning.

Explicit ESL

MS 319's ESL teachers mainly follow the balanced literacy curriculum with the TBE classes. Math instruction is also provided to ensure that students understand mathematical vocabulary in English, which will help them transition into monolingual math classes. ESL teachers employ many different ESL methodologies, depending on the content that they are presenting. For example, as part of the "modified mini-lesson" for balanced literacy, ESL teachers will brainstorm ideas about the topic addressed in the reading, as well as preview vocabulary before a read aloud or shared reading activity, using visuals to support the students' understanding. Teachers also use picture walks, which help students build their understanding of a book's content before hearing the story. Many of our teachers were also trained in QTEL which has many activities which extend the readers' learning process. The QTEL pre-reading, reading and extension-of-reading activities deepen their understanding of the text, as well as activate prior knowledge and help the student make connections to their previous experiences at home or with other texts. All of these strategies – previewing vocabulary, brainstorming and picture walks – are employed to help students activate their prior knowledge about the topic, and students are encouraged to use their native language to understand English vocabulary and to make connections to the subject matter. Students also use a variety of graphic organizers to build their literacy skills, such as cause and effect organizers, Venn Diagrams, Cornell note-taking and inference/evidence T-charts.

Many of the strategies mentioned above are also used to deliver ESL instruction through Social Studies content. Teachers especially focus on the use of graphic organizers to make Social Studies content more comprehensible. Students are given support on their understanding of new vocabulary through the use of visuals, maps and globes and by connecting vocabulary terms to real-life situations. In addition, teachers focus on the 5 Habits of Mind through social studies, with an emphasis on Evidence, Significance and Point of View. ELLs in all grade levels work on a number of projects throughout the year in which they "put themselves in someone's shoes" to build their understanding of historical events in an engaging way. These projects give them the opportunity to express themselves in writing and practice new vocabulary as well.

Push-in and pull-out programs

MS 319's ESL teachers use the pull-out and push-in program to ensure that Beginner and Intermediate ELLs in the monolingual classes receive the mandated number of instructional minutes per week (360 minutes). Advanced ESL students still in need of language support according to their NYSESLAT and ELA levels are also pulled out or given ESL support within their literacy classrooms. ESL teachers use RIGOR and New Comers Series Books to work with students in need of support with their reading fluency during the pull-out periods. Teachers also use the EMC reading program for Long Term ELLs. Teachers work on listening skills through the use of listening centers and discrete listening activities, as well as on writing conventions. Whether they are pulling out or pushing into their classes, ESL teachers plan with the content area teachers to ensure that they are supporting the work that happens in the classroom and that ESL students are not missing important content instruction. ESL teachers have access to the classroom teachers' conferencing logs, notes and other qualitative as well as quantitative data regarding their students. Access to existing data ensures that the students are not "Over Tested" by re-administering diagnostics that the classroom teachers already have data for. In addition, our long term ELLs and TBE students will use an innovative program called "My Access Writing", to improve and further their understanding of the writing process and direct application of high school & college readiness for essay writing.

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

a. Explicit ESL

MS 319 identifies ELLs before school begins in September to ensure that ELLs are placed in classes where they will receive ESL instruction. Therefore, all Intermediate ELLs in monolingual classes are placed in one class and all Advanced students in another. The Intermediate students receive 180 minutes of ESL instruction through Social Studies per week, and an additional 180 minutes per week through the push-in/pull-out program. The Advanced students receive 180 minutes of ESL instruction through Social Studies per week. All Beginner and Intermediate and Advanced students who are in Transitional Bilingual Education classes receive ESL one and half hours per day, for a total of 450 minutes per week, which exceeds the number of instructional minutes mandated by Part 154.

b. Explicit ELA

All ELLs in monolingual classes receive 10 periods of ELA per week. ESL teachers follow the ELA curriculum when they pull out ELLs, and plan with ELA teachers to ensure that their instruction complements the instruction in the ELA classroom. In addition, MS 319 ELA teachers are well-versed in ESL strategies, which have been proven effective for instruction for all students, not just ELLs. One of the school-wide strategies we use at MS 319 is ExcELL, which is a program that implements strategies through scaffolding instruction. The ExcELL methodology is divided into 5 components, The teaching of vocabulary, Oracy, Reading strategies, Writing strategies, and Assessment. Content area teachers, including math, ELA, social studies and science teachers use the ExcELL method to explicitly teach the vocabulary that may otherwise inhibit their students from understanding the content.

c. Explicit NLA

Students in the TBE classes receive 45 minutes of NLA instruction per day, or 225 minutes per week. SIFE students and students with low native language literacy skills as identified from the LAB and ELE tests also receive native language instruction through a pull-out program. A program named RIGOR is used to build on the native language skill for this SIFE population. The NLA curriculum has also been aligned to the ELA and ESL curricula to ensure that students begin making connections across content. The students are exposed to the same literacy skills in both English classes and their native language classes. The NLA department members also use the “Aprenda” program as an intervention tool. This program has a pre and post assessment component which quantifies the students’ vocabulary, grammar and writing mechanics and listening progress.

d. Content areas (see Table A)

The language of content area classes for the TBE classes is delivered percentage wise according to the language levels of the class. For example, a 60/40 ratio of Spanish and English. For monolingual ELL classes, all students receive instruction in English. Content area teachers are trained in strategies to use for ELLs such as ExC-ELL mentioned above, and the Bilingual and ESL Coordinators work with teachers on developing their instructional practices for ELLs.

3. Differentiating instruction for ELL subgroups

a. SIFE Instructional Plan

At MS 319 the Staff Development Team (specifically the Bilingual Coordinator) begins by making sure that every child that is registered in our school is taken through the process of identification and scrutiny for ESL services. A designated bilingual teacher in conjunction with the Bilingual Coordinator (Ms. Eva L. De Jesus), look at the student’s information when students are registered and classify students accordingly.

Once the students are identified as SIFE students, the parents select the appropriate class for the child. In general, parents of new arrivals, including SIFE students, choose to place their children in the Transitional Bilingual Education class. The child is placed in the selected class and the child’s name is provided to every teacher that teaches in that classroom.

The child that has been identified as a SIFE student is provided a Native Language proficiency examination in which a student is asked to read, write, speak and listen. This informal assessment is used as a base of data to help us transfer ELL’s language knowledge into English. This informal assessment takes into account multiple situations and contexts making sure the students are able to apply to language skills at the same level in all situations. This is the first year that MS 319 will administer the ALLD exam for all newly arrived students to identify if they fall into the category of SIFE.

The child is provided the regular instructional day, but is supported with Tier 1 intervention as well as Tier 2 intervention. MS 319’s main goal is that the child is given the quality of time that he/she is entitled for ESL. In the ESL classrooms students are placed by language level, not grade level. That means that some of the 6th and 7th graders might be in the same ESL classroom. This information is then utilized for Tier 1 and Tier 2 intervention.

During the regular school day the subject teachers have a “buddy system” in which the SIFE students are paired with a student who has had more formal instruction. The classroom activities are based on the following:

- Elicit prior knowledge on given topics and check student comprehension often as topics are introduced.

- Emphasize life situations and problems that require a higher order of thinking.
- Make sure graphic organizer displays information clearly and logically.
- Employ drama, role play to enhance communication.

There is a library in every bilingual classroom that contains books in SIFE student's native language as well as in English that he/she is able to read. There are different literary genres and most important there are also non fiction books at the student's reading levels that allow subject teachers to recommend students to use support grade levels curriculum in math, social studies, science, and literacy. Students work in groups providing students a greater opportunity to read, write, listen, and speak for information and understanding, literary response and expressions, critical analysis and evaluation and social intervention.

Students are also provided with listening activities with books on tape in order to promote comprehension. In this manner students are provided with materials at the students "i + 1" level. This begins to promote rigor, making sure that students are also exposed to reading material out of the "comfort zone" so they continue advancing. The teachers during Tier I intervention pull them out to the conferencing stations and discuss material.

After school programs are offered for these specific students from the following selections:

- Math in the native language, "Destination Math"
- ESL classes/RIGOR for beginners and EMC for intermediate and advanced students
- "Homework Help"
- Parents are offered workshops in order to inform them of their child's education
- o Certified ESL teachers provide Saturday workshops for parents on topics such as Renaissance Reading, the use of reading logs, reading with your child at night, and other helpful things parents can do at home to help their child success academically
- Technology and sports and academic after school clubs
- BICS Program designed to build on the oral skills for newcomers.

Teachers utilize Smart Boards, computers to provide students with more visual aides in interactive activities to promote more learning and understanding of subject matter. These instruments assist teachers for scaffolding instruction by allowing teachers to support through modeling questioning and getting feedback. Assessing progress occurs on an ongoing basis by the bilingual coordinator during the pullout session in native language and by the subject teachers in the regular classrooms.

MS 319 provides SIFE students with a unit test in their subject area as well as a scaffolded English language unit test which includes pictures, figurative language, short fables and other reading skills the students have been practicing in ESL. This formative assessment serves to guide the teachers in helping the students during regular class as well as in the after school activities. In that manner, students are provided the grade level curriculum, yet are assisted and supported by different programs.

In the middle of the year, the ESL teachers conduct a practice test very similar to the NYSELAT in order to assess growth and develop instructional plans for the students. During the entire school year, students participate in advisories as well as clubs with the monolingual students in order to immerse them in activities that are fun, but yet provide them with means to communicate in English (natural approach). ELA Test-prep is aligned to NYSESLAT Test sophistication.

This provides ELLs with activities that help them begin a transition from "Transitional bilingual classes" into all English or mainstream classes.

b. Plan for students with less than 3 years in the U.S.

IDENTIFICATION

Prior to the beginning of the school year, student data is looked at by the bilingual team. This helps us to identify incoming students in all grades, but specifically in 6th grade who have less than three years in the U.S.A. This assists us in determining placement of those students. Students who are still considered ELL's and belong to the transitional bilingual program are scheduled for ESL classes by language competency level: Advanced, Intermediate, and Beginning. This identification helps us to monitor the amount of minutes on native language instruction and English.

If the ELL student's parents have opted out of the transitional bilingual classroom, modality scores are provided to the monolingual subject teachers in order to emphasize areas in which the student might need more support (listening, writing, speaking, or reading). The bilingual coordinator meets with the teachers and assists the monolingual teachers to utilize the data to create activities which will help students acquire these competencies.

INFORMATION ASSESSMENT

ESL teacher made assessment is provided to the students with the objective of assessing: student's ability to read, write, listen, and speak with similar tests to the NYSELAT tests. This helps the teachers to set language goals for the students. The assessment process occurs informally throughout the school year, but a formative school wide assessment to evaluate progress is conducted during mid school year.

This helps teachers to evaluate student progress which at times means: changing their ESL class (grouping) from one group to another (for example; from intermediate to a more advanced group). At times, perhaps means increasing the amount of English instructional time due to progress in language competency. Prior to the end of the school year a similar assessment is conducted which allows teachers to work specifically in language skills that students need to improve. Then, the formal assessment occurs (NYSELAT). Students have the right to go into a Spanish transition class in which the major subjects are taught in their native language (Spanish).

CLASSROOM ACTIVITIES

The subject area teachers integrate speaking, reading, and writing into NLA and ESL instruction. The utilization of technology such as Smart boards, Computers, Independent Learning Centers, Listening Centers etc. aids classroom teachers in eliciting ELL's prior knowledge in order to prepare students to learn more about it. The utilization of graphic organizers, roleplay, and post reading activities are utilized to support students. The utilization of listening centers (books on tape) and libraries in the classroom with a wide variety of materials in both languages are components of these classrooms. Reading and listening materials in English and Spanish are also present in every classroom at MS 319. There are books for the different reading levels as well. In addition, teachers take into account student's interests, experiences and culture to furnish the library. Some examples that show this are the selection of folktales, myths and legends, short stories and poems.

Students are grouped to complete classroom activities that require them to interact. The groupings are formed by teachers guided by students' abilities, task orientation in a heterogeneous model. This provides all students the opportunity to be supported by others as they ask questions and are in need to support their thinking.

The variety of group activities aimed to help students in improving their ability to read, write, listen, and speak for:

1. Information and understanding
 - * Content area textbooks
 - * Primary sources
 - * Biographies
 - * Technical matters
 - * Reference books
 - * Literacy circles
 - * Essays, etc.
2. Literary response and expression
 - * Myths and legends
 - * Short stories
 - * Electronic books, etc.
3. Critical Analysis and Evaluation
 - * Literacy tests
 - * Books – fiction and non-fiction
 - * Newspapers, magazines, etc.
4. Social Interaction
 - * Friendly letters
 - * Journals (math) and writer's notebooks (literacy)
 - * E-mail (e-chalk)
5. Core Standards Alignment between ELA and ESL
 - *Dual Language Pacing Calendar alignment to Core Standards
 - * ESL & Bilingual Pacing Guides aligned to Core Standards

COLLABORATION/PARENTAL INVOLVEMENT

Parents of these students are sent a parent letter every Thursday in their native language (Spanish) and English informing them of school major events. There is a section of the letters in which parents write concerns and questions. Then, the following week a response is sent. Parents are also offered workshops to help them in helping their children in school:

- City and State assessment information (October and January)
- Bilingual classroom (September – October)
- Mental Health (November)
- Technology, etc. (December, January)
- Ways to help your child in language acquisition (March)

Parents and students are trained on how to operate a computer, navigate the WEB and how to look for instructional activities for their children.

The Parent Coordinator organizes parental activities that bring parents to school such as:

- Cultural celebrations
- Fundraisers
- Parent volunteers

c. Plan for long term ELLs (in the New York City schools 6 years or more)

IDENTIFICATION

Prior to the beginning of academic year 2009-2010, the MS 319 Bilingual Team reviewed available data for our incoming 6th grade students. We look specifically at the elementary school testing history, including NYSESLAT data and ELA scores when applicable. We also review cumulative records and IEPs when applicable. The team first looks to identify potential ELLs, then to place them appropriately in either Transitional Bilingual classes, monolingual classes with ESL support services. This process continues as students are registered throughout the academic year. This is the same process for the students who have been previously enrolled in our school. The team continues to review student data, scores and teacher recommendations to adjust any placements which become inappropriate due to rapid growth and progression.

With parental consent students are placed in one of our monolingual classes designated by proficiency level, with ESL support. In every grade level we place the Intermediate students with non-ELLs. Also, the Advanced students are placed separately in another class, along with non-ELLs and Proficient students ("former ELLs). Mandated ESL services are provided in accordance with Chancellor's Regulation Part 154. In addition, Social Studies instruction is provided by a certified ESL teacher in conjunction with the literacy coach and social studies team plans instruction utilizing ESL methodology.

In addition, MS 319 utilizes a free-standing ESL model for these students. The monolingual literacy teachers and math teachers meet regularly with the bilingual team (ESL teacher, Bilingual Coordinator) and literacy coach to discuss student progress. Every monolingual subject area teacher that teaches these students is provided with:

- A minimum of 10 hours of staff development for ELL instruction
- Training on forming a buddy system (student to student) for peer tutoring
- Modality scores per student so subject teachers are able to assist students in the areas that they need help.
- Teacher study groups once a week to assist teachers in their teaching strategies for ELL's.

PULL OUT/PUSH IN ESL

The interventions that MS 319 provides are specific to the needs of the long term ELLs. Interventions include both during and after school programs: Great Leaps, the Wilson Program, RIGOR and EMC programs, Title III after school programs to support students understanding in the subject areas. Listening centers and Play-Station educational software are also present in these ELLs classrooms to help facilitate an increase in listening and reading comprehension as well as to promote group work and cooperation among ELLs.

ASSESSMENT

Assessing progress is done by subject teachers and ESL certified teachers on an ongoing basis. Previous year's NYSESLAT data is used to form Transitional Bilingual classes. We begin the academic year with a baseline assessment administered to all ELL students. Once assessment results are received, groupings within the classes are created. Students are grouped by reading levels for Reader's Workshop and by writing levels for Writer's Workshop. Conferencing schedules and reader response letter schedules are also created using this data. In October, a Harcourt interim assessment is distributed. In February, students are assessed again with a teacher-made assessment very similar to the NYSESLAT to assess student language competency growth and next steps. In January, the second Harcourt interim assessment is administered and the process is reviewed again. In March, the third Harcourt interim assessment is administered and the process reviewed again. The utilization of school-wide unit test presents the subject teachers with the opportunity to look at every student individually by looking at the skill analysis sheet. This informs the teachers of the specific areas of weakness and strength of these students. Additionally, students participate in instructional clinics three times a year in literacy and in mathematics based on their focusing areas. Students attend the workshops that address the specific areas that they need help with. Finally in May, the NYSESLAT is administered for the state as per NCLB legislation.

Teachers also monitor students' progress closely through conferencing, journal writing, in class performance including class work, homework and presentations. If the child seems to have learning difficulties, the case is referred to the Pupil Personnel team. Then, if needed the child is evaluated for special education services.

d. Plan for ELLs identified as having special needs

At the present time, MS 319 has 56 ELL students in the 6th, 7th & 8th grade who have been identified as having special needs. The students in the mainstream ESL classes received SETSS services as well as ESL services according to their proficiency level. ESL and SETSS teachers communicate on a regular basis about instruction and the students' instructional needs. In addition, the ESL teachers push in to these students' literacy classes to provide small group and individualized instruction and to ensure that the students do not miss literacy instruction time. The students in the 12 to 1 classes also receive ESL instruction through the ESL pull-out/push-in program.

4. Transitional support for Proficient ELLs

For at least one year after MS 319 students achieve levels of Proficient on the NYSESLAT test, they remain in an ESL class, receiving ESL instruction through Social Studies content. In addition, all teachers of other subjects are given, along with a list of ELLs, a list of "former ELLs" so they are aware who in their classes needs continued support. Teachers are also given training on ESL strategies through professional development sessions, such as ExcELL and QTEL, (see Section VII, Question 2).

5. Plan for ELLS' 4-6 Years - Students that have been ELL'S are serviced in many ways.

- * Professional development for both monolingual and bilingual teachers on instructional strategies that will develop and accelerate acquisition of language, math and core content knowledge
- *Aligning both core- subject instruction to incorporate more reading & writing activities in the core subjects, thus aligning all curriculums to updated core standards
- *Students have access to bilingual dictionaries, books in the native language and support via buddy system
- * Reading and writing is carried across into all major subject areas
- *Authentic Instruction is aligned to meet the needs of these students as well as exposure to test sophistication and best practices
- *Students are pulled out and receive extra support in both Math and ELA
- *Students are offered the option of participating of Title III Afterschool and/or Saturday Academy

6. Plan for Long Term ELLS' - This has been our greatest challenge at MS 319 - This year we will aggressively address this population through the following

- *Consistent monitoring of 37.5 participation through parental calls and interventions
- *Afterschool Bootcamps in the areas of ELA, Math, Science and Social Studies
- *This year, all assistant principals and coaches have a class - These students are divided into smaller groups by levels and serviced by our administrative staff and coaches, therefore ensuring that these students receive the highest quality of instruction in ELA, Math and ESL
- *Students receive ESL instruction through Social Studies by a certified ESL Teacher
- *Professional development on ELL strategies is offered to all teachers
- *Access to glossaries, bilingual dictionaries, back to back bilingual books, buddy system
- *Alignment of pacing and curriculum maps through core-standards
- *Option of participation of Title III Letters and Afterschool Program
- *Pull-outs for Math and Literacy Interventions

Part VII. Resources and support

1. Instructional materials

ELLs benefit greatly in both their ESL classes and content area classes through the use of Smartboards, which are used in all of MS 319's classrooms. The Smartboard technology allows teachers to make their lessons graphic and visual, which enhances the understanding of vocabulary and content area material for all students. Students are also able to interact with the technology, which makes lessons more hands-on. Math, Science, literacy and Social Studies teachers all use the technology on a daily basis. MS 319 has a computer classroom which all students use on a regular basis. ESL teachers, particularly the Beginning level teacher, use the computer room regularly to support instruction with on-line and software programs.

All MS 319 teachers also make use of graphic organizers to make the information in their content area more comprehensible. ESL and literacy teachers use listening centers in their classrooms. Students are scheduled for use of the listening centers on a rotating basis, with students who have been identified through the NYSESLAT tests as needing help with listening given priority.

MS 319 actively participates in the Renaissance Reading Program. Through this program students are assessed for their Zone of Proximal Development reading level and check out books from the library that correspond to their reading level. Their reading comprehension is then checked through quizzes that they take upon completion of a book. Because students read books on their level, this program benefits ESL students, since they are able to develop their English literacy skills through "just right" books. The classroom libraries in both the freestanding ESL classroom and the TBE classrooms contain books that fit ELLs reading levels (which are often several levels below grade level). Students also visit the school library weekly, which contains books on a variety of levels, including non-fiction and picture books. MS 319's classroom libraries also contain a wide variety of books in Spanish and English, including content area books relating to Social Studies, Science and Math.

2. Professional Development

During 2009-2010 school year, MS 319 has conducted three full-staff professional development sessions on ELLs. The first session, which happened before the students started classes, focused on the identification of ELLs in all classes, using NYSESALT data, and strategies to use with ELLs. All teachers were given lists of the ELLs in their classes and trained in how to create a “buddy system” by pairing ELLs with non-ELLs in their classrooms.

The second ELL Professional Development focused on strengthening ELL’s language acquisition in the classroom. Teachers were given charts highlighting their ELLs’ Areas of Strength and Areas of Concern according to the 2009 NYSESALT data. ESL teachers shared their expertise on the strategies for improving students’ vocabulary comprehension through the use of student glossaries, the EXC-ELL program and the visuals to enhance ELLs comprehension of new vocabulary. In another professional development ESL teachers discussed identifying and tracking the language development needs of ELLs in monolingual classrooms. At MS 319, we also use literary circles in the ESL as well as content area classrooms to deepen the ELLs understanding of non-fiction text. The ESL teacher also shared her experience on the use of conferencing to inform, practice and assess ELLs’ listening skills. In addition, teachers received professional development during school and afterschool via the following initiatives:

- § EXC-ELL- Vocabulary Tuesday Election Day
- § ILC & Skill Tutor
- § Renaissance Math & Reading
- § Balanced Literacy
- § MY ACCESS Writing
- § Title III Afterschool Organization
- § Data Training
- § ESL Buddy System

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

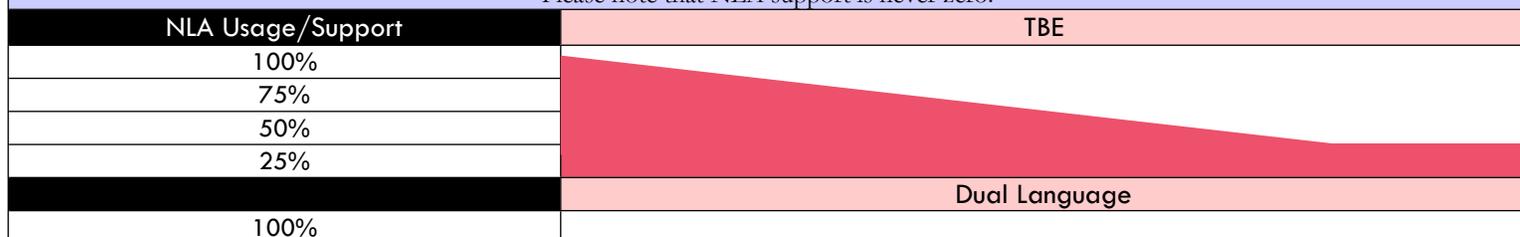
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

PART VI: Planning for ELLs

1. How is instruction delivered?

a. Organizational Models

TBE Program

The goals of MS 319's TBE program is to transition students into monolingual classes within three years, while still supporting the development of the native language literacy and content area skills. Students in the TBE classes receive 450 minutes of ESL instruction per week. They also receive 225 minutes of Native Language Arts instruction per week. In Math, Science and Social Studies, instruction is allocated according to students' language ability. Therefore, teachers provide direct instruction in Spanish, but students are grouped according to their language ability. Beginning ELLs work mostly in Spanish on independent work, whereas Intermediate and Advanced students work mostly in English.

Freestanding ESL

The goal of MS 319's Freestanding ESL program is to provide ESL support to ELLs as they transition into monolingual classes. Additionally, Freestanding ESL gives students instruction in the conventions of written English, vocabulary development and support in the development of their listening, speaking and reading skills. Freestanding ESL is provided through Social Studies content to Intermediate and Advanced students and through the push-in and pull-out program.

Dual Language

Last year was the first year of implementation of the Dual Language Program. Our Dual Language Program out performed both their monolingual peers and TBE peers on both the ELA & Math Test. At MS 319, we use the 50/50 weekly model, whereby, students receive Math and ELA one week in English and one week in Spanish. This also applies to Science. The only subject taught in English is Social Studies; to assist students in Social Studies, glossaries, bilingual dictionaries and Social Studies Textbooks in both English & the Native Language.

b. Program models

In the 2009-2010 school year, the 6th, 7th and 8th grade TBE classes were self-contained classes that traveled together as a group. They received ESL in five, two period blocks per week. All students who are newly arrived in the New York City Department of Education system receive ESL instruction in a small group setting. The "Newcomers" are pulled out by a certified ESL teacher during the double-block ESL period. These students receive ESL instruction in BICS, preparing them for conversation with peers and teachers at their new school. These students also receive cultural information about their new country. The students are exposed to ESL websites on the "Independent Learning Center", which is a 2 year old initiative at MS 319. These "ILCs", are stations of 6 computers where the students can log onto websites at various language proficiency levels. The teacher for this small group of students monitors their usage and their progress. To prepare for the NYSESLAT exam, the 6th, 7th and 8th grade ELLs participate in Friday language "Clinics". These clinics are carousel style learning experiences where the students receive topics that match the areas they are having difficulty with. For example, if the student is having difficulty with prepositions of place, the child would participate in a "Clinic" on that topic. These clinics afford the children a fun opportunity to laser in on their areas of weakness without making it an arduous experience. The students earn tickets for participation as well as for correct responses, which can later be turned in for prizes.

c. Instructional approaches and methods

Content areas

The subject area teachers include a variety of practices to support these students. Some of these are:

- List (group and label)
- Brainstorming
- Concept maps
- Literary circles using non-fiction content area text
- Question-answer relationship
- Quick writes
- Read and retell
- Semantic webs
- Role-playing
- Think-pair-share
- Writing process
- Interactive bulletin boards
- Double-entry journals
- Graphic organizers
- Vocabulary building and strengthening using ExCELL
- Semantic maps
- Visualization
- Story telling through pictures and illustrations
- ILC- Independent Learning Centers
- My Access Writing

At MS 319 every subject teacher that instructs these students is required to have a language objective for their lesson. These language objectives are determined by student work, student performance, teacher observation, informal as well as formal assessment including NYSESLAT data results by modality, Student-Teacher conferencing as well as the language required for students to better understand the content.

The assignment of students to cooperative learning groups is taken very seriously when it come to long term ELLs. The content area student performance and the student language performance are examined, then groups are formed. Cooperative groups give students the opportunity to read, listen, write, and speak for information and understanding, literary response and expression, critical analysis and evaluation, and for social interaction. The bilingual team helps the subject-area teacher to place students in groups and assists the teachers in making sure that in every subject area there is a wide variety of materials to support the ELLs. The ELLs are assigned a “Shoulder Buddy”, who can serve as a support system for the student. This peer relationship serves many purposes, as it also helps the students to think of each other as resources and therefore take ownership of their learning. In every subject there is a subject area library that has materials in both languages to assist students in that specific subject. There is also a variety of reading levels in both subjects. Renaissance levels are used in order to facilitate students’ increase in reading and vocabulary comprehension as well as to promote independence and ownership of learning.

Explicit ESL

MS 319’s ESL teachers mainly follow the balanced literacy curriculum with the TBE classes. Math instruction is also provided to ensure that students understand mathematical vocabulary in English, which will help them transition into monolingual math classes. ESL teachers employ many different ESL methodologies, depending on the content that they are presenting. For example, as part of the “modified mini-lesson” for balanced literacy, ESL teachers will brainstorm ideas about the topic addressed in the reading, as well as preview vocabulary before a read aloud or shared reading activity, using visuals to support the students’ understanding. Teachers also use picture walks, which help students build their understanding of a book’s content before hearing the story. Many of our teachers were also trained in QTEL which has many activities which extend the readers’ learning process. The QTEL pre-reading, reading and extension-of-reading activities deepen their understanding of the text, as well and activate prior knowledge and help the student make connections to their previous experiences at home or with other texts. All of these strategies – previewing vocabulary, brainstorming and picture walks – are employed to help students activate their prior knowledge about the topic, and students are encouraged to use their native language to understand English vocabulary and to make connections to the subject matter. Students also use a variety of graphic organizers to build their literacy skills, such as cause and effect organizers, Venn Diagrams, Cornell note-taking and inference/evidence T-charts.

Many of the strategies mentioned above are also used to deliver ESL instruction through Social Studies content. Teachers especially focus on the use of graphic organizers to make Social Studies content more comprehensible. Students are given support on their understanding of new vocabulary through the use of visuals, maps and globes and by connecting vocabulary terms to real-life situations. In addition, teachers focus on the 5 Habits of Mind through social studies, with an emphasis on Evidence, Significance and Point of View. ELLs in all grade levels work on a number of projects throughout the year in which they “put themselves in someone’s shoes” to build their understanding of historical events in an engaging way. These projects give them the opportunity to express themselves in writing and practice new vocabulary as well.

Push-in and pull-out programs

MS 319’s ESL teachers use the pull-out and push-in program to ensure that Beginner and Intermediate ELLs in the monolingual classes receive the mandated number of instructional minutes per week (360 minutes). Advanced ESL students still in need of language support according to their NYSESLAT and ELA levels are also pulled out or given ESL support within their literacy classrooms. ESL teachers use RIGOR and New Comers Series Books to work with students in need of support with their reading fluency during the pull-out periods. Teachers also use the EMC reading program for Long Term ELLs. Teachers work on listening skills through the use of listening centers and discrete listening activities, as well as on writing conventions. Whether they are pulling out or pushing into their classes, ESL teachers plan with the content area teachers to ensure that they are supporting the work that happens in the classroom and that ESL students are not missing important content instruction. ESL teachers have access to the classroom teachers’ conferencing logs, notes and other qualitative as well as quantitative data regarding their students. Access to existing data ensures that the students are not “Over Tested” by re-administering diagnostics that the classroom teachers already have data for. In addition, our long term ELLs and TBE students will use an innovative program called “My Access Writing”, to improve and further their understanding of the writing process and direct application of high school & college readiness for essay writing.

Dual Language Program

Last year was the first time in the history of MS 319 that parents has another option for their children. This being the Dual Language Model. In our Dual Language Program we utilize the roller coaster but not on a day to day basis, rather we do a week in English and a week in Spanish, in the three core subjects; English, Science and Math. Social Studies is taught in English with native language support via textbooks in both languages, glossaries, dictionaries and heterogeneous grouping of EP’s with ELL’S.

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

a. Explicit ESL

MS 319 identifies ELLs before school begins in September to ensure that ELLs are placed in classes where they will receive ESL instruction. Therefore, all Intermediate ELLs in monolingual classes are placed in one class and all Advanced students in another. The Intermediate students receive 180 minutes of ESL instruction through Social Studies per week, and an additional 180 minutes per week through the push-in/pull-out program. The Advanced students receive 180 minutes of ESL instruction through Social Studies per week. All Beginner and Intermediate and Advanced students who are in Transitional Bilingual Education classes receive ESL one and half hours per day, for a total of 450 minutes per week, which exceeds the number of instructional minutes mandated by Part 154.

b. Explicit ELA

All ELLs in monolingual classes receive 10 periods of ELA per week. ESL teachers follow the ELA curriculum when they pull out ELLs, and plan with ELA teachers to ensure that their instruction complements the instruction in the ELA classroom. In addition, MS 319 ELA teachers are well-versed in ESL strategies, which have been proven effective for instruction for all students, not just ELLs. One of the school-wide strategies we use at MS 319 is ExcELL, which is a program that implements strategies through scaffolding instruction. The ExcELL methodology is divided into 5 components, The teaching of vocabulary, Oracy, Reading strategies, Writing strategies, and Assessment. Content area teachers, including math, ELA, social studies and science teachers use the ExcELL method to explicitly teach the vocabulary that may otherwise inhibit their students from understanding the content.

c. Explicit NLA

Students in the TBE classes receive 45 minutes of NLA instruction per day, or 225 minutes per week. SIFE students and students with low native language literacy skills as identified from the LAB and ELE tests also receive native language instruction through a pull-out program. A program named RIGOR is used to build on the native language skill for this SIFE population. The NLA curriculum has also been aligned to the ELA and ESL curricula to ensure that students begin making connections across content. The students are exposed to the same literacy skills in both English classes and their native language classes. The NLA department members also use the “Aprenda” program as an intervention tool. This program has a pre and post assessment component which quantifies the students’ vocabulary, grammar and writing mechanics and listening progress.

d. Content areas (see Table A)

The language of content area classes for the TBE classes is delivered percentage wise according to the language levels of the class. For example, a 60/40 ratio of Spanish and English. For monolingual ELL classes, all students receive instruction in English. Content area teachers are trained in strategies to use for ELLs such as ExC-ELL mentioned above, and the Bilingual and ESL Coordinators work with teachers on developing their instructional practices for ELLs.

3. Differentiating instruction for ELL subgroups

a. SIFE Instructional Plan

At MS 319 the Staff Development Team (specifically the Bilingual Coordinator) begins by making sure that every child that is registered in our school is taken through the process of identification and scrutiny for ESL services. A designated bilingual teacher in conjunction with the Bilingual Coordinator (Ms. Rhina Cerda), look at the student’s information when students are registered and classify students accordingly.

Once the students are identified as SIFE students, the parents select the appropriate class for the child. In general, parents of new arrivals, including SIFE students, choose to place their children in the Transitional Bilingual Education class. The child is placed in the selected class and the child’s name is provided to every teacher that teaches in that classroom.

The child that has been identified as a SIFE student is provided a Native Language proficiency examination in which a student is asked to read, write, speak and listen. This informal assessment is used as a base of data to help us transfer ELL’s language knowledge into English. This informal assessment takes into account multiple situations and contexts making sure the students are able to apply to language skills at the same level in all situations. This is the first year that MS 319 will administer the ALLD exam for all newly arrived students to identify if they fall into the category of SIFE.

The child is provided the regular instructional day, but is supported with Tier 1 intervention as well as Tier 2 intervention. MS 319’s main goal is that the child is given the quality of time that he/she is entitled for ESL. In the ESL classrooms students are placed by language level, not grade level. That means that some of the 6th and 7th graders might be in the same ESL classroom. This information is then utilized for Tier 1 and Tier 2 intervention. Students who have a low performance in their native language are then pulled out from the 30-student native language class and are taken with an intervention teacher to develop skills in the first language.

During the regular school day the subject teachers have a “buddy system” in which the SIFE students are paired with a student who

has had more formal instruction. The classroom activities are based on the following:

- Elicit prior knowledge on given topics and check student comprehension often as topics are introduced.
- Emphasize life situations and problems that require a higher order of thinking.
- Make sure graphic organizer displays information clearly and logically.
- Employ drama, role play to enhance communication.

There is a library in every bilingual classroom that contains books in SIFE student's native language as well as in English that he/she is able to read. There are different literary genres and most important there are also non fiction books at the student's reading levels that allow subject teachers to recommend students to use support grade levels curriculum in math, social studies, science, and literacy. Students work in groups providing students a greater opportunity to read, write, listen, and speak for information and understanding, literary response and expressions, critical analysis and evaluation and social intervention.

Students are also provided with listening activities with books on tape in order to promote comprehension. In this manner students are provided with materials at the students "i + 1" level. This begins to promote rigor, making sure that students are also exposed to reading material out of the "comfort zone" so they continue advancing. The teachers during Tier I intervention pull them out to the conferencing stations and discuss material.

After school programs are offered for these specific students from the following selections:

- Math in the native language, "Destination Math"
- ESL classes/RIGOR for beginners and EMC for intermediate and advanced students
- "Homework Help"
- Parents are offered workshops in order to inform them of their child's education
- o Certified ESL teachers provide Saturday workshops for parents on topics such as Renaissance Reading, the use of reading logs, reading with your child at night, and other helpful things parents can do at home to help their child success academically
- Technology and sports and academic after school clubs
- BICS Program designed to build on the oral skills for newcomers.

Teachers utilize Smart Boards, computers to provide students with more visual aides in interactive activities to promote more learning and understanding of subject matter. These instruments assist teachers for scaffolding instruction by allowing teachers to support through modeling questioning and getting feedback. Assessing progress occurs on an ongoing basis by the bilingual coordinator during the pullout session in native language and by the subject teachers in the regular classrooms.

MS 319 provides SIFE students with a unit test in their subject area as well as a scaffolded English language unit test which includes pictures, figurative language, short fables and other reading skills the students have been practicing in ESL. This formative assessment serves to guide the teachers in helping the students during regular class as well as in the after school activities. In that manner, students are provided the grade level curriculum, yet are assisted and supported by different programs.

In the middle of the year, the ESL teachers conduct a practice test very similar to the NYSELAT in order to assess growth and develop instructional plans for the students. During the entire school year, students participate in advisories as well as clubs with the monolingual students in order to immerse them in activities that are fun, but yet provide them with means to communicate in English (natural approach). ELA Test-prep is aligned to NYSELAT Test sophistication.

This provides ELLs with activities that help them begin a transition from "Transitional bilingual classes" into all English or mainstream classes.

Transitional support for Proficient ELLs

For at least one year after MS 319 students achieve levels of Proficient on the NYSELAT test, they remain in an ESL class, receiving ESL instruction through Social Studies content. In addition, all teachers of other subjects are given, along with a list of ELLs, a list of "former ELLs" so they are aware who in their classes needs continued support. Teachers are also given training on ESL strategies through professional development sessions, such as ExcELL and QTEL, (see Section VII, Question 2).. However, for the first time at MS 319 our ELL'S that recently attained proficiency scored a 4 on both the ELA assessments and the Math assessment. This due to the fact that these students received their mandated maintenance of 1-2 years and participated of both Title III and afterschool programs lead by certified ESL & Bilingual Math teachers, thus outperforming their monolingual peers.

Student support levels according to age & grade levels-

At MS 319 our ELL population participates of a variety of activities not only in the area of academics but on the artistic and social level. Examples of this are town halls by grade levels that emphasize cultural and educational aspects of students academic life via performances, discussions, Ready for College Initiatives, as well as E-Clubs (Enrichment Clubs) where students participate from a wide available menu items such as Environmental Club, Music Appreciation, Art & Technology, Sports, Basketball and many others.

Newly arrived are supported via a "buddy system" where a native speaker of English is paired with a new comer students to assist the student in becoming familiarized with school wide initiatives and the cultural aspects of adapting to new surroundings. From an academic

perspective, students work with new comers heterogenously in small groups. New comers participate of all MS 319 initiatives such as school wide clinics , literacy celebrations.

Students are offered several language electives such as NLA, English and French through direct classroom instruction or through E-Clubs that are done during the school day.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Last year was the first year of implementation of the Dual Language Program. Our Dual Language Program out performed both their monolingual peers and TBE peers on both the ELA & Math Test. At MS 319, we use the 50/50 weekly model, whereby, students receive Math and ELA one week in English and one week in Spanish. This also applies to Science. The only subject taught in English is Social Studies; to assist students in Social Studies, glossaries, bilingual dictionaries and Social Studies Textbooks in both English & the Native Language are provided. Classes 706 and 606 are the 2 Dual Language classes that MS 319 has. Math, Science and ELA are taught utilizing the traditional roller coaster model, the only difference being one week in English and one week in Spanish. According to our LAP, Social Studies is taught in English with resources such as textbooks, glossaries and buddy system in the native language. Skills are taught in both native and second language. English proficient students are paired with native speakers heterogeneously and vice versa, thus ensuring a 50/50 balance of language acquisition.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

During 2009-2010 school year, MS 319 has conducted three full-staff professional development sessions on ELLs. The first session, which happened before the students started classes, focused on the identification of ELLs in all classes, using NYSESALT data, and strategies to use with ELLs. All teachers were given lists of the ELLs in their classes and trained in how to create a "buddy system" by pairing ELLs with non-ELLs in their classrooms.

The second ELL Professional Development focused on strengthening ELL's language acquisition in the classroom. Teachers were given charts highlighting their ELLs' Areas of Strength and Areas of Concern according to the 2008 NYSESLAT data. ESL teachers shared their expertise on the strategies for improving students' vocabulary comprehension through the use of student glossaries, the EXC-ELL program and the visuals to enhance ELLs comprehension of new vocabulary. In another professional development ESL teachers discussed identifying and tracking the language development needs of ELLs in monolingual classrooms. At MS 319, we also use literary circles in the ESL as well as content area classrooms to deepen the ELLs understanding of non-fiction text. The ESL teacher also shared her experience on the use of conferencing to inform, practice and assess ELLs' listening skills. In addition, teachers received professional development during school and afterschool via the following initiatives:

- § EXC-ELL- Vocabulary Tuesday Election Day (Series of 4 2 hour workshop on ESL Strategies for teachers that have ELL'S in both monolinguals and bilingual students)
- § ILC & Skill Tutor
- § Renaissance Math & Reading
- § Balanced Literacy (In English & Spanish)
- § MY ACCESS Writing
- § Title III Afterschool Organization
- § Data Training
- § ESL Buddy System (Alternate Friday's - 3:00-4:30pm)

E. Parental Involvement

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

COLLABORATION/PARENTAL INVOLVEMENT

Parents of these students are sent a parent letter every Thursday in their native language (Spanish) and English informing them of school major events. There is a section of the letters in which parents write concerns and questions. Then, the following week a response is sent. Parents are also offered workshops to help them in helping their children in school:

- City and State assessment information (October and January)
- Bilingual classroom (September – October)
- Mental Health (November)
- Technology, etc. (December, January)
- Ways to help your child in language acquisition (March)

Parents and students are trained on how to operate a computer, navigate the WEB and how to look for instructional activities for their children.

The Parent Coordinator organizes parental activities that bring parents to school such as:

- Cultural celebrations
- Fundraisers
- Parent volunteers

Every year, several staff members create a series of workshops where parents receive information and orientations around how to help their children with academics and school life regardless of language, social class or race. These workshops are offered in both English and Spanish and translated as well. Parents receive valuable information and introductions to technology and getting themselves and their child for the 21st Century, college and the work force.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							25	11	13					49
Intermediate(I)							17	27	18					62
Advanced (A)							46	30	26					102
Total	0	0	0	0	0	0	88	68	57	0	0	0	0	213

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							9	4	3				
	I							9	8	2				
	A							34	34	19				

	P							28	18	28				
READING/ WRITING	B							11	4	4				
	I							19	27	22				
	A							43	29	22				
	P							4	3	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	24	36	4		64
7	31	22	1		54
8	17	28	2		47
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	25	8	30	7	10	10	0	2	92
7	3	6	10	27	7	7	1	1	62
8	8	2	10	17	3	7	1	1	49
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	12	14	16	10	5	5	20	15
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

As a school community, we decided to opt out of citywide interim assessments and design our own. Each department builds their own assessment, including the ESL/Bilingual Department. These assessments are standard-based and are aligned to each department's state standards. Each department creates a unit test, skill analysis and answer key. Within the unit test, specific content strands, skills and standards are addressed based on students' strengths and areas of focus. The students' strengths and areas of focus are based on baseline assessments. The troublesome questions from the baseline are then spiraled into the next exam, enabling the teachers to pinpoint specific areas, rather than re-teach broad topics to the entire class.

AT MS 319, we have a data specialist that has been extensively trained in regards to dissemination and collection of data. Each department has a coach that has been thoroughly trained in the following areas; Data analysis, Data Interpretation, Direct Application of data results for instruction using a systematic approach called "Push Folders."

After carefully analyzing and looking at trends, each coach begins a rotational series of visits whereby, the coach visits their assigned teacher with activities that focus on skills, that zoom in on their areas of focus. The cycle is concise and systematic. 1a. What is revealed by the data patterns across proficiency levels and grades?

This data also reveals that there we received a significant increase in regards to our Beginners population specifically in both grades 7 & 8th. There are 25 ELLs at the beginners stage of the language acquisition process, while in grade 7 there are 11 students at the beginners stage and in the 8th grade there are only 13 all of these having been recent admits to the country & have been tested via the LAB-R By the same token, there are 17 Intermediate level students in grade 6, 27 in grade 7 and 18 in grade 8. In regards to advanced proficiency levels we have 46 students in grade 6, 30 students in grade 7 and 26 student in grade 8.

1b. What is revealed by the data patterns across proficiency levels and grades?

The 6th & the 7th grades had the highest percentage of students who are either Beginners or Intermediates in Listening and Speaking (26 percent & 22%). Four percent of ELLs in the 6th and 8th grades are Beginners or Intermediates in Listening and Speaking.

The data in Chart 3 from academic year 2009-2010 also shows that in the 6th and 7th grade a high percentage of students are Advanced in Reading and Writing. In the 6th and 7th grades, 51 students from both 7th & 8th grade are at the advanced stage of the language acquisition process.

This data also shows that many students are reaching Advanced and Proficient levels in both Listening and Speaking as well as Reading and Writing. Small percentages of students have Beginner and Intermediate levels in either of the modalities, especially in the 6th and 7th grades. Yet there are still higher percentages of students who have reached Advanced and Proficient levels in Listening and Speaking than in Reading and Writing.

2. How will patterns across the four modalities—listening, speaking, reading, and writing—affect instructional decisions?

MS 319's NYSESLAT data from academic year 2009-2010, shows that the largest number of ELLs were in the 6th grade. If this pattern holds true in the results of the 2009-2010 NYSESLAT, the largest number of ELLs in academic year 2010-2011 will be in the seventh grade. Teachers in all grade levels receive a list of the ELLs in their classes at the beginning of the year, and plan their groupings with this data in mind. For example, all teachers who have ELLs in their classes create an ELL buddy system to provide ELLs an extra level of support in their

content area classes. Because of the large number of ELLs in academic year 2009-2010 in the 6th grade, MS 319 has also concentrated its efforts at building students' vocabularies through the use of the ExC-ELL methodology in 6th grade. However, this program is being implemented in all grades, and across the content areas.

This data from academic year 2009-2010 also shows that, in general, MS 319 students perform better on the Listening and Speaking sections of the NYSESLAT test than on Reading and Writing. This means that here is a strong focus on reading and writing in all classes that contain ELLs, either TBE classes or monolingual classes that receive ESL support. The focus of the ELL pull-out program, which concentrates on Intermediate students in monolingual classes, is an intensive Reading and Writing program called EMC.

PART D

The data chart above indicates the proficiency of students in academic year 2009-2010. As shown in Chart 4, ELA assessment data from the 2010 New York State ELA exam reveals that the majority of ELLs in all grades scored a Level 2. Due to the fact that the scaling of the ELA Test was changed and increased, there was a small rise in level 1's mostly concentrated in grade 6. There were some level 3's however the bulk of the data reflects a higher concentration of ELLs at level 2's rather than 1's or 3's. In contrast however, even though our ELL's scores may have slightly decreased, we still made significant gains in regards to progress. The data patterns compared from the previous academic year still show our ELL's outperform their monolingual peers by gaining an increase of +1 in regards to levels and movement. However, for the first time at MS 319 our ELL'S that recently attained proficiency scored a 4 on both the ELA assessments and the Math assessment. This due to the fact that these students received their mandated maintenance of 1-2 years and participated of both Title III and afterschool programs lead by certified ESL & Bilingual Math teachers, thus outperforming their monolingual peers.

According to Chart 5, most ELLs score in the Level 2 or 3 range, with a much higher percentage scoring Level 3 in Math. Forty-two percent of ELLs in the 6th grade scored Level 3, while 45 percent of those in the 7th grade scored at that Level. In the 8th grade, 60 percent of ELLs scored a Level 3. The 6th grade saw the highest number of Level 1's in Math, with 16 percent. In the 7th grade, 12 percent of ELLs scored a Level 1, while in the 8th grade only nine percent of ELLs scored at Level 1.

Chart 6, Part D: Progress and Proficiency of ELLs in TBE and Monolingual Classes

MATH

Average progress (2009 to 2010)

	6th	7th	8th
TBE	8	17	20
Monolingual	3	7	1

Average proficiency (2008)

TBE	2.75	2.89	3.86
Monolingual	2.40	2.98	3.19

ELA

Average progress (2009 to 2010)

	6th	7th	8th
TBE	45	49	40
Monolingual	25	6	12

Average proficiency (2008)

TBE	2.57	2.59	2.58
Monolingual	2.74	2.66	2.48

2. Describe how the school leadership and teachers are using the results of the ELL Interim Assessments.

The school leadership team and teachers meet on a regular basis and together using results from the Interim Assessments for the following purposes-

- * Appropriate grouping for all students
- *Developing & improving school-wide systems & curriculum that will targhet instruction effectively and meet the needs of all learners
- *Reflecting and anlayzing upon authentic, criterion based, norm referenced and alternative assessments as well
- *Providing all ELL Learners with hands-on, authentic and technology based learning, thus, preparing our students to become critical thinkers, problem solvers and college ready for the 21st century as well as the workforce.

3. What is the school learning about ELLs from the Interim Assessments? How is the Native Language used?

After careful consideration and evaluation of the assessment data, the school has learned that our English Language Learner population has out performed their monolingual counterparts. Our ELLs outperform their monolingual counterparts in every subject, including mathematics, science, social studies and English Language Arts. The native language arts and English Lanugage Arts curricula are aligned in order to give students support learning skills in both languages. The students study the same literacy skill in both their native language and their new language. This helps reinforce their ability to transfer skills and to build academic language.

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Last year was the first year of implementation of the Dual Language Program. Our Dual Language Program out performed both their monolingual peers and TBE peers on both the ELA & Math Test. At MS 319, we use the 50/50 weekly model, whereby, students receive Math and ELA one week in English and one week in Spanish. This also applies to Science. The only subject taught in English is Social Studies; to assist students in Social Studies, glossaries, bilingual dictionaries and Social Studies Textbooks in both English & the Native Language.

Dual Language Program-

English Proficient students will be assessed via Unit to Unit Tests in the target language as well as APRENDA, and tests that simulate the ELE. NLA or second language is aligned to literacy in the first language and carried across via the Balanced Literacy Model within the context of the Dual Language Program. We found that the majority of the English Proficient students are attaining native like fluency and proficiency in the target language which in this case is Spanish. An extremely positive effect that has been observed in the Dual Language class via data patterns and students interactions is that the ELL's that were mostly Spanish dominant significantly increased their level of English proficiency and vice versa we see the same effect with the English proficient students and their Spanish. The majority of the English proficient students in the Dual Language class outperformed their monolingual peers on both the ELA & Math Test. In addition, we saw a rise on the results of the ELE Test and comprehension for EP'S via Renaissance Reading Program while using Spanish Literature books and novels.

Success for our program is evaluated not only through the results of the assessments such as NYSESLAT ,ELA and Math but also through the significant number of ELL'S that willingly participate of our Title III & SIFE afterschool program where not only is instruction offered but cultural and educational field trips are offered.This provides a tangible hands on experience for all students and offers them the missing link of "prior knowledge" which so many seem to lack given the fact of limited exposure.

Additional Information

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

Additional Information will be attached via e-mail and as an attachment including charts and data patterns

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/28/10
	Assistant Principal		10/28/10
	Parent Coordinator		10/28/10
	ESL Teacher		10/28/10
	Parent		10/28/10
	Teacher/Subject Area		10/28/10
	Teacher/Subject Area		10/28/10
	Coach		10/28/10
	Coach		10/28/10
	Guidance Counselor		10/28/10
	Network Leader		10/28/10
	Other		10/28/10