

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: ms 319	DBN: 06m319
Cluster Leader:	Network Leader: Karen Marino
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The ESL/Bilingual Department has reviewed all NYSESLAT data looking for patterns and trends. After having carefully reviewed and compared the NYSESLAT Data by modalities and students' areas of focus, we have determined that our English Language Learners need to work on developing their writing & reading skills. The writing as well as the reading component of the NYSESLAT is the area of focus for all of our ELLs. We will be serving our beginners, intermediate and advanced students in grades 6th, 7th and 8th. The duration of the program will be from the beginning of January to the beginning of April. We will serve 90 ELLs from the bilingual and dual language classes in Saturday Academy, where students will receive instruction in English and Mathematics (in Spanish) using MyAccess writing, Buckle Down and Skills Tutor. We will also serve 100 students, mainly ELLs, in our after school program four days a week in English and Mathematics (in Spanish) using Buckle Down, shared reading books and Skills Tutor.

### Part C: Professional Development

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

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

Begin description here:

Our school will continue to participate in QTEL Curriculum enhancement for all of our new teachers by sending the teachers to QTEL "Building the Basics", QTEL Social Studies, Math and Spanish. We will implement and continue to monitor our ELL students' progress via implementation of the RIGOR and EXC-ELL programs. Members of the ESL/Bilingual Department will also attend professional development on the MYACCESS writing program. Some of the central topics to be covered during these professional development sessions will be differentiating and scaffolding instruction for our ELLs. The teachers who will be receiving the training are: Gillermina Reyunoso, Ana Martinez, Yvelise Nuñez, Nathalie De La Mota, Denise Jimenez, Denis Sosa, Isabel Rosado and Tiffany Braby. The professional development providers will be the office of English Language Learners as well as Nina Hansen, the MYACCESS implementation specialist. The duration of the professional development will be intermittent for the duration of the program and the topics that will be covered will be making use of ESL strategies to enhance reading comprehension and the quality of writing that is produced by our English Language Learners.

### Part D: Parental Engagement Activities

**Part D: Parental Engagement Activities**

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

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

Begin description here: Parents of ELLs will be engaged in a minimum of 20 hours of meaningful activities related to the academic learning of their children during school year 2011-2012. Parents will be offered Parent Plus that will allow them to learn to communicate and become a more active part of their child’s education. These programs will offer a technology component that will teach parents how to navigate the internet, use email through E-chalk and a variety of free email services, word processing and power point technology. Dates for these meetings include: October 14 and February 15. These technology services will allow parents to connect with their child’s education and connect with their children. parents also learn how to log in the MS 319's school website, where they can see their children's grades and receive regular homework alerts. Parents will participate in two formal informational meetings with the ELL team to discuss their children’s progress in the ELL program. Parents will have an open line of communication with teachers and administrators on a daily basis for questions and concerns. As a part of the 2011-2012 grant opportunity, we will bring in The Leadership Program (dates to be planned- early Feb and early April) to provide a variety of activities to parents centered on family development, academic development, health nutrition and what parents need to know about their teenagers. All activities will be offered in Spanish and English.

MS 319 conducts periodic Learning Walks for parents to see the daily life of the school and give their feedback to the school administration on academic and social issues. The dates for these walks are: NOVEMBER 23, 2011, DECEMBER 16, 2011, JANUARY 27, 2012, FEBRUARY 24, 2012, MARCH 30, 2012, APRIL 26, 2012, MAY 23, 2012, and JUNE 22, 2012. Parents are notified of all events through our weekly "yellow envelope," which is distributed to students in their homerooms every Thursday, automated calls in English and Spanish and through the school website.

Finally, teachers will engage the students and parents in a variety of cultural field trips that will engage students and parents in learning together. Trips will include museum visits, theater, parks, as well as exploring various historical areas of New York City.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> </ul>		

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"><li>• Per diem</li></ul>		
Purchased services <ul style="list-style-type: none"><li>• High quality staff and curriculum development contracts.</li></ul>		
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 06M319 **School Name:** Maria Teresa Mirabal

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic     Focused     Comprehensive

**Intervention:**     School Quality Review (SQR)     External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)     Not Required for 2011-2012

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### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Our main areas of focus will be reading comprehension of nonfiction texts, vocabulary, writing, and grammar as per our skills analysis from the 2011 State exam (Information and Understanding) and from our Unit one exam: 6<sup>th</sup> Grade Information and Understanding, 7<sup>th</sup> grade Critical Analysis and 8<sup>th</sup> grade Information and Understanding.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Teachers will meet to plan with the assistant principal and coach to address the major focus areas identified by the teachers through data both formative and informal.

1. Once a week subject meetings in collaborative teams.
2. Interventions in the morning three times a week using a clinical approach (key ideas by data groups)
3. Student groups will also be identified for afterschool programs where students will receive additional instruction in writing (specifically going back to the text and using quotes to substantiate their arguments/ claims) and reading comprehension of nonfiction texts.
4. Assessments three times a year will monitor progress.
5. Teachers are setting instructional goals to address areas of concern as per data.
6. School-wide homework help.

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### **Part B: For Title I SINI Schools Only**

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 will be used to remove the school from school improvement.

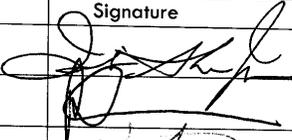
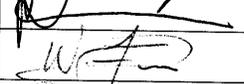
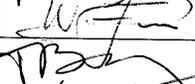
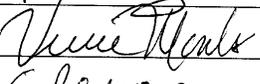
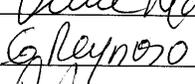
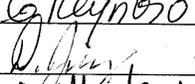
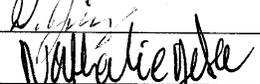
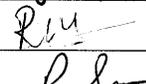
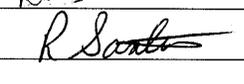
Teachers will meet afterschool and participate in areas of professional development which they have identified in consultation with their coach and assistant principal. This professional development will be offered by teacher leaders who have been identified as having expertise in a particular topic or technique. Outside professional development resources will be investigated as needed to supplant our in house professional development team.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Teachers participate in Study group once a week and in Team meetings once a week. In Study Group and Team meetings teachers look at data and professional practices (teacher's goals) through the use of articles and observation(staff to staff) to improve instruction. Once a week teachers are conducting action research per grade level to find solutions to the gap between our students' literacy and math scores. In Study group teachers look at their professional practices and ways in which to improve their practices. Teachers also participate in formal and frequent informal observations in which they receive feedback and reflect on their own practices. In Team meetings teachers look at student data, look at trends and formulate ways in which address these trends.

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. Parents were informed in a letter that was sent home with our students in English and Spanish and phone calls were placed to all parents.

## Part VI: LAP Assurances

School Name: <b>MS319</b>		School DBN: <b>06M319</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Y. Abreu	Principal		12/1/11
Ms. P. Duda	Assistant Principal		12/1/11
Mr. W. Frias	Parent Coordinator		12/1/11
Ms. T. Braby	ESL Teacher		12/1/11
Ms. V. Morales	Parent		12/1/11
Ms. G. Reynoso	Teacher/Subject Area		12/1/11
Ms. D. Jimenez	Teacher/Subject Area		12/1/11
Ms. N. De La Mota	Coach		12/1/11
Mr. R. McDoughall	Coach		12/1/11
Ms. R. Santos	Guidance Counselor		12/1/11
Ms. K. Marino	Network Leader		12/1/11
	Other _____		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN: 06M319 School Name: M.S. 319 Maria Teresa Mirabal**

**Cluster: 05 Network: CEI-PEA CFN 532**

**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**

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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.

Middle school 319 has serious policies in place to ensure all parents can receive school information in the language of their choice. Upon enrollment, all students and parents complete a home language survey, as well as engage in one-on-one meeting with the Pupil Accounting Secretary, The bilingual Coordinator and the Assistant Principal. This information is continually updated throughout the year as new students enter our school. We use home language surveys, LABR exams, Parental requests and student requests to assess our language and interpretation needs. Our school provides all official correspondence and telephone messages in English and Spanish . In addition we have Spanish speakers on staff who translate when necessary.

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.

The key findings of the assessment are: In the school 2011-2011, 18 parents were identified as requiring translation and interpretation services. Our findings are recorded on ATS, to which all appropriate school staff members have access.

- Staff members are available to translate/interpret in Spanish, and Portuguese).
- Translated documents are not readily accessible to parents; however, these documents are available when requested.

## Part B: Strategies and Activities

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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.

MS 319 provides Spanish translation of all major documents and communication home to families. When needed, translations will also be provided in additional languages, once language preference ascertained.

Staff is required to submit communiqué to be sent home in advance to ensure translation in a timely fashion. Written translation to Spanish is provided in-house by staff, whereas, additional language translations are sought by the Translation and Interpretation Unit.

When the Translation and Interpretation Unit or MS 319 is temporarily unable to provide required translation into one or more covered languages, a cover letter or notice on the face of the English document in the appropriate covered language(s) will be provided, indicating how a parent can request free translation or interpretation of such document.

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.

An outreach effort will be conducted to inform parents of interpretation services offered by the school. Interpreting services are readily available for Spanish speaking parents. The Parent Coordinator maintains a list of staff members who provide translation services. When it is necessary to have an interpreter and the school is not able to provide one, a DOE vendor is used.

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>.

Parents are notified at every meeting that translation services are available. Parents are also notified at every PTA meeting of these services and of their rights regarding translation. In addition, a school mailing regarding these services was provided, and information was provided in the student and school handbooks. All parents are notified annually of their rights regarding translation and interpretation services.



## Title III Plan Review Form 2011-12

Senior ELL CPS/Reviewer: Pedro De la Cruz

Borough: Manhattan District: 06 School Number: 319 School Name: MS319

Cluster leader: Debra Maldonado Network leader: Benjamin soccodato Title I Schoolwide Plan (Conceptual

Consolidation?) y§.

Intent and Purpose Was there evidence of this intent|purpose?

IES NO

Title III supplemental services  
for ELLs

Yes

DNa

Comments:

Direct instruction and direct supplemental services should be provided for: before/afterschool and Saturday programs, reduced class-size, and/or push-in services. These services are beyond the mandated units of service as per CR Part 154.

Professional Development

DNo Comments: \_

High quality professional development that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."

Yes

Parent Activities

~Yes

DNo

Comments:

Budget

Yes ~ NA (Title I SWP)

No  NA (Title I SWP)

Comments:

Approved? Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Date: 02/09/12	Senior ELL CPS: Pedro De La Cruz
Additional Comments: _____			



## Title III Plan Review Form 2011-12

Senior ELL CPS/Reviewer: Pedro De la Cruz

Borough: Manhattan District: 06 School Number: 319 School Name: MS319

Cluster leader: Debra Maldonado Network leader: Benjamin soccodato Title I Schoolwide Plan (Conceptual

Consolidation?) y§.

Intent and Purpose Was there evidence of this intent/purpose?

YES NO

Title III supplemental services  
for ELIs

Direct instruction and direct supplemental services should be provided for: before/afterschool and Saturday programs, reduced class-size, and/or push-in services. These services are beyond the mandated units of service as per CR Part 154.

Yes

DNo  
Comments:

Professional Development

High quality professional development that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."

Yes

DNo Comments: \_

Parent Activities

~Yes

DNo  
Comments:

Budget

Yes ~ NA (Title I SWP)

No  NA (Title I SWP)

Comments:

Approved? Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Date: 02/09/12	Senior ELL CPS: Pedro De La Cruz
Additional Comments: _____			