



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PATRIA MIRABAL MIDDLE SCHOOL 324

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 06M324

PRINCIPAL: JANET HELLER EMAIL: JHELLER@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELSA NUNEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Janet Heller	*Principal or Designee	
Matthew Rodman	*UFT Chapter Leader or Designee	
Judy Ortega	*PA/PTA President or Designated Co-President	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Juan Delacruz	Member/Teacher	
Crystal Ringer	Member/Teacher	
Vielka Nunez	Member/Parent	
Domitila Quintana	Member/Parent	
Luisa Martinez	Member/Parent	
Amarilis Velasquez	Member/Parent	
Joselyn Gomez	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012 MS 324 will accelerate student performance in literacy for students most at risk within the NCLB subgroups of English Language Learners. By June 2012, 55% of ELLS will demonstrate a minimum of one year's growth as measured by the gains on the ELA exam.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

On the New York City Progress Report, the school earned an A for the fifth year in a row, with an overall score of 79.4, placing the school in the 97th percentile. This shows that our students are making progress each year.

On the New York State Progress Report, the school made Adequate Yearly Progress in Math and Science but not in ELA.

On the 2010-2011 ELA, 50.4% of ELLs and 62.7% of Special Education students made exemplary proficiency gains in ELA. The New York 2010-2011 Progress Report shows 50.4% of ELLS and 62.7% of Special Education Citywide are at the 75th growth percentile which shows improvement from last year's growth of 39.8% of ELLS and 51.1% of Special Education. Further analysis shows that of the 136 ELL students who were tested, 72 students made a year or more of progress. Of the 51 students who receive special education who were tested, 37 made a year or more progress.

This year the school received extra credit for closing the achievement gap for students in Special Education, ELLS, Lowest Third Citywide and Males in Lowest Third Citywide.

Of the 80 students (22%) who received a PL 1 on the ELA exam, 54 are ELLs. This indicates that most students in PL1 are English Language Learners. Further analyses shows that of the 42 ELL students in bilingual class settings who had a PL 1 on the ELA exam, 20 students received less than two years of service in a school within the United States or are SIFE.

CATEGORY	General Education	ELL ONLY	ELL and SPED	SPED ONLY		L1s not in Lowest 3rd (school)	PL 1 and Lowest 3rd	ELL and Lowest 3rd	SPED and Lowest 3rd	SPED, ELL and Lowest 3rd
# of Students in PL 1 80	9	54	11	6		36	13	15	5	11
Percentage of PL 1	11%	68%	14%	7%		45%	16%	19%	6%	14%

The literacy inquiry team, of whom four scored the exam at the scoring center, questioned if the test was biased toward ELLs and recent immigrants based on a review of the test content. For example, the sixth grade essay used complex language, compound words and complex sentence structures. It was based on having specific background knowledge of U.S. history. This is being studied further to determine the instructional practices that need to be revised to best meet students learning.

An initial review of the 2011 State ELA exam revealed that students performed weakest in understanding vocabulary and complex sentence structure, stamina for longer passages, idiomatic phrases and content with no prior knowledge or context. We realized that these areas are most challenging for ELLs and for students reading more than two levels below grade-level. Analyzing the written section of the ELA exam revealed that our students performed weakest in the areas of gathering meaning from written material, grammar, syntax and vocabulary. Overall, this points to a need to accelerate the learning of the ELL students whether they are in monolingual or bilingual classes.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Professional development by NCTE through webcasts and specific onsite days devoted to ELLS and bilingual student needs.
- Teachers will attend workshops provided by NCTE and contacts through National Writing Project specifically designed for ELLs as they become available when the schedule is set.
- Bilingual teachers will attend PD provided by an ELL consultant from CEIPEA and by the DOE Office of ELL.
- Align curriculum map and a unit of study with Common Core standards for Literacy.
- Exploratory Study Groups one for reading and one for writing based on work of David Sousa and implementation of findings throughout the school year.
- Teachers will analyze student work, periodic assessments, portfolios and the 2011 ELA to determine what strategies and skills were assessed and which students did not demonstrate mastery.
- Reading/Writing labs will focus on those strategies and skills that students did not master.
- Literacy labs for small group intervention five times a week to move students up through reading levels at an accelerated rate through guided reading and strategy lessons.
- Teachers will use assessments, conference notes, and classroom performance to monitor student progress in ELA with specific goals and benchmarks throughout the year.
- The cycle of PD, instruction, assessment and observation will be used throughout the year.
- Reading and Writing Assessment will be used every nine weeks to determine students' reading and writing levels and growth in use of specific skills and strategies.
- Specific goals and benchmarks outlined. These will be monitored and revised based on student growth.
- Strategies include work on fluency, phonological processing, grammar and syntax in reading and writing.

- Running records, conferencing notes, reading logs and teacher made assessments used to demonstrate growth in students' use of specific reading and writing strategies.
- Agendas, sign in sheets and minutes of professional development.
- Schedule for study and planning groups, PD and small group intervention.

Initial indicator September 2011: Initial examination of the student data to determine students in subgroups and other students most in need of intervention.

Midterm: Reading and Writing Assessment will be used every nine weeks to determine students' reading and writing levels and growth in use of specific skills and strategies.

- Specific goals and benchmarks will be outlined. These will be monitored and revised based on student growth.
- Running records, conferencing notes, reading logs and teacher made assessments will be used to demonstrate growth in students' use of specific reading and writing strategies.
- Agendas, sign in sheets and minutes of professional development.
- Schedule for study and planning groups, PD and small group intervention.

End-term: Use of multiple data to evaluate progress of students in subgroups.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- The social worker, guidance counselor, parent coordinator, and literacy coach hold parent workshops for parent education on the literacy program in the school, intervention strategies and programs, literacy in the home, and using technology in the home with the focus on student achievement. The school has an open door policy to encourage parent visitation and parent volunteerism in the classroom. Teachers contact parents of students at risk each via telephone. Progress Reports are sent every four weeks to keep parents informed of student progress.
- TeacherEase is used to keep parents abreast of student progress regarding homework, class assignments, class participation, reports, quizzes and exams. Parents have access to TeacherEase 24hours a day, seven days a week as do the students. The school's website provides additional information for parents on school workshops and workshops through the DOE and private organizations.
- The Parent Coordinator serves as a liaison between the school and families. The Parent Coordinator and social worker provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will maintains a log of events and activities planned for parents each month and file a report with the central office.;
- Parents members of the School Leadership Team, the Parent Association and Title I Parent Committee where CEP goals are discussed and developed.
- Parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home.
- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report.
- Additional parent meetings are scheduled weekly based on individual student need, class needs. Three school wide parent teacher conferences

are scheduled each year. All meetings are scheduled with flexible times, meetings in the morning or evening and on some Saturdays, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Our rigorous hiring procedures lead to attracting highly qualified teachers. Our hiring committee consists of administrators, teachers and parents. Beginning in February, teachers are asked to predict if they will return the following year. Based on the response, a search begins using the alumni websites of Teaching Fellows and Teach for America. Teachers contact their colleagues in other schools within and outside of the New York city. When Open Market becomes available, vacancies are posted. Candidates are invited to visit the school informally to determine if they would fit in with the school culture. Next, candidates sit for two interviews; one conducted by administration, coaches and parents and then one conducted by teachers. If it is determined that the candidate is a person of interest, the candidate does a demonstration lesson which is observed by administrators, teachers and parents. Where appropriate, students are asked for feedback about the candidate's teaching. After all candidates are interviewed the committee meets to make selections. Once selections are made, the candidates are invited back to attend a departmental meeting. The department provides feedback to the hiring committee. After this, the final selections are made.

Professional Development is held weekly and built into every teacher's schedule to bring instruction in line with the relevant Performance Standards and practices. The Professional Development group is led by the administration in collaboration with the Math/Science and Literacy/Social Studies coaches and with support from Bank Street College, National Association of English Teachers and Columbia University.

We provide ongoing professional development on ESL strategies to support ELL learning for literacy and math bilingual and ESL teachers. Teachers attend NCTE seminars and webinars on ELL instructional strategies.

Teachers attend professional development as part of their Professional Activity menu and during common preps, after school and provided by outside resources. The teachers attend workshops focused on project based learning provided by a consultant from CERC who provides feedback and workshops on content and pedagogy. In collaboration with the literacy coach and ELL coordinator, teachers participate in study groups using journal articles and books addressing the needs of the ELLs and students in special education classes. Planning meetings are held once a week to enable our teachers to identify and target the language needs of students based on assessment of student work. Teachers attend professional development sessions led by Randy Soderman on understanding and using research on how ELLs learn and to increase English language learning. In class coaching and after school PD sessions will be utilized. Kyleen Beers' work will be used to provide PD and in class coaching in the content area of literacy to accelerate the academic performance of ELLs in all content areas.

Professional development will support teachers in providing high quality instruction in students' identified areas of need. Teachers will receive PD on the following topics: strengthening vocabulary in the content areas, developing reading fluency, using guided reading to increase reading comprehension and automaticity, using Rewards and RIGOR to improve phonological and vocabulary skills, and improving student writing in different genres.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- The school has a partnership with Children's Aid Society which includes an afterschool homework help program for students in grades 6-8, four days a week.
- A Transitions program lead by the guidance counselor provides support to students and families as they transition to school in the United States.
- The school provides monthly workshops for all parents to promote the school-home connection.
- The schools hosts four ELL specific workshop and two trips for parents of ELLs and SIFE students to improve student academic outcomes and build community.
- In collaboration with Columbia University the school will provide 18 workshops on parent leadership.
- The school provides skill reinforcement through an extended day for students at risk for not making academic progress in all grades using a nine week cycle.
- The school offers an after school Title III program for students who are ELLs and SIFE on Tuesday, Friday and Saturday.
- The school has a partnership with Fresh Youth Initiatives to provide community service opportunities.
- The school has a partnership with Columbia University to provide a Saturday math tutoring program for sixth and seventh grade students at risk.
- The SAPIS worker provides violence and drug abuse prevention classes for all students using a 9 week cycle.
- The school's daily Advisory period addresses the social/emotional development of students to ensure they are not disenfranchised from the school community.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Tax Levy Fair Student Funding, Title 1 ARRA, Title 1 SWP, Title 3, and SIFE Grant funds will be used for study groups, professional development, after school intervention, NAET seminars, and purchase of professional journals and books.

- Funds will be used for teachers to attend NCTE webcasts. T1SWP
- Funds will be used to hire a full time literacy coach. T1SWP, FSF
- Funds will be used for extended day programs for ELLs to develop vocabulary, grammar and reading stamina. T3, T1SWP, IDEA
- Funds will be used for a Saturday day program for ELLS. T3 Immigration
- Funds will be used for ongoing study group to identify and implement the best practices for SIFE/ELL instruction. T3, T1SWP

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012 all students will be engaged in one literacy task and one math task embedded in a rigorous curriculum unit aligned to the Common Core Learning Standards as indicated by review of student work showing the completion of tasks.

By June 2012, all classroom teachers as member of 6, 7, and 8 grade subject teams will develop and implement a minimum of one literacy task and one math task that is embedded in a rigorous curriculum unit aligned to the CCLS as evidenced by curriculum units of study.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Review of student work, state exams and interim assessments indicated that students do use higher level thinking skills such as analysis and synthesis to formulate arguments, opinions and to understand the reasoning of others.

Results of teacher survey indicated that teachers are not fully knowledgeable in the content and practice of the CCLS. Professional development incorporating CCLS will be conducted in collaboration with Bank Street College for math and the National Council of English Teachers for literacy. Professional development on interdisciplinary study and project based learning will be provided by Columbia University. Teachers will attend professional development on the teaching of reading and writing skills required in social studies, mathematics and science. We will compare and contrast the N.Y. State Standards with the Common Core Learning Standards and align the curriculum. Teachers will create a minimum of one literacy task and one math task within the curriculum that is rigorous and aligned with the CCLS. They will engage in developing curriculum maps, units of study and instructional plans that align with the CCLS. They will develop project-based instructional plans that address real-life challenges through hands-on learning, and encourages higher-order thinking skills, problem solving, and application of concepts and skills. Teachers will develop instructional activities that support the integration of math and science and integration of literacy and social studies.

Teacher schedules will include departmental, grade and team meetings to support professional development and curriculum unit planning. Teachers as critical friends will review instructional plans and share best practices as measured by observation of improvement in teacher practice and student work.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Establish a comprehensive math professional development series incorporating the CCLS with Bank Street College.
- Establish a comprehensive literacy professional development series incorporating the CCLS with the National Council of English Teachers.

- Develop curriculum, interdisciplinary study and project based learning in collaboration with Columbia University.
- Compare and contrast the N.Y. State Standards with the Common Core Learning Standards and align curriculum.
- Establish critical friends and peer review to share best practices measured by observation of improvement in teacher practice and student work, performance on unit tests and DY0 assessments.
- Teacher schedules include departmental, grade and team meetings to support PD and curriculum unit planning.
- PD in teaching the reading and writing skills required in social studies, mathematics and science.
- Activities, projects and PD that support the integration of math and science and integration of literacy and social studies along with providing real-life challenges, encouraging higher-order thinking and problem solving.
- Curriculum maps and lesson plans reflect backwards planning based on Common Core Learning Standards in Math and Literacy.
- Common Core aligned tasks created by teachers and sample of student work.
- Math professional development series with Bank Street College and literacy professional development with the National Council of Teachers of English measured by teacher participation in workshops, teacher collaboration, inter-class visitations, direct classroom observation and student work.
- Common Core professional development with Columbia University scheduled for five full days and four Saturdays.
- Teachers' plans reflect understanding of curriculum for grades prior and forthcoming.
- Observations of lessons will note evidence of literacy and math tasks aligned to the CCLS.
- Teachers will share findings from implementation of unit tasks, intervisitations and PD at department meetings.
- PD that supports hands-on and high order thinking learning and projects.
- Professional development beginning in September measured by teacher participation in workshops, teacher collaboration, inter-class visitations, direct classroom observation and student work.
- Curriculum maps revised and reviewed each quarter based on Common Core Learning Standards.
- Interim Assessments developed and administered in November, February and March with results reflecting increase in student performance.
- Observations of lessons, five times a year will note evidence of new Common Core Standards.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- The social worker, guidance counselor, parent coordinator, and literacy coach hold parent workshops for parent education about CCLS, intervention strategies and programs, teaching in the home with the focus on student achievement. The school has an open door policy to encourage parent visitation and parent volunteerism in the classroom. Traducelo is used to instantaneously translate all emails into Spanish and to translate emails from Spanish writing parents into English. Google Translate is use to translate letters sent home. All translations are reviewed by the school personnel who understand the nuances of translation.
- The Parent Coordinator serves as a liaison between the school and families. The Parent Coordinator and social worker provide parent workshops to keep parents informed of school initiatives. The Parent Coordinator will maintains a log of events and activities planned for parents each month and file a report with the central office.;
- Parents members of the School Leadership Team, the Parent Association and Title I Parent Committee where CEP goals are discussed and developed.
- Parent workshops with topics that include understanding educational accountability grade-level curriculum and assessment expectations,

accessing community and support services; and technology training to build parents' capacity to help their children at home.

- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report.
- All meetings are scheduled with flexible times, meetings in the morning or evening and on some Saturdays, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Our rigorous hiring procedures lead to attracting highly qualified teachers. Our hiring committee consists of administrators, teachers and parents. Beginning in February, teachers are asked to predict if they will return the following year. Based on the response, a search begins using the alumni websites of Teaching Fellows and Teach for America. Teachers contact their colleagues in other schools within and outside of the New York city. When Open Market becomes available, vacancies are posted. Candidates are invited to visit the school informally to determine if they would fit in with the school culture. Next candidates sit for two interviews; one conducted by administration, coaches and parents and then one conducted by teachers. If it is determined that the candidate is a person of interest, the candidate does a demonstration lesson which is observed by administrators, teachers and parents. Where appropriate, students are asked for feedback about the candidate's teaching. After all candidates are interviewed the committee meets to make selections. Once selections are made, the candidates are invited back to attend a departmental meeting. The department provides feedback to the hiring committee. After this, the final selections are made.

Professional Development is held weekly and built into every teacher's schedule to bring instruction in line with the relevant Performance Standards and practices. The Professional Development group is led by the administration in collaboration with the Math/Science and Literacy/Social Studies coaches and with support from Bank Street College, National Association of English Teachers and Columbia University.

We provide ongoing professional development on ESL strategies to support ELL learning for literacy and math bilingual and ESL teachers. Teachers attend NCTE seminars and webinars on ELL instructional strategies.

Teachers attend professional development as part of their Professional Activity menu and during common preps, after school and provided by outside resources. The teachers attend workshops focused on project based learning provided by a consultant from CERC who provides feedback and workshops on content and pedagogy. In collaboration with the literacy coach and ELL coordinator, teachers participate in study groups using journal articles and books addressing the needs of the ELLs and students in special education classes. Planning meetings are held once a week to enable our teachers to identify and target the language needs of students based on assessment of student work. Teachers attend professional development sessions led by Randy Soderman on understanding and using research on how ELLs learn and to increase English language learning. In class coaching and after school PD sessions will be utilized. Kyleen Beers' work will be used to provide PD and in class coaching in the content area of literacy to accelerate the academic performance of ELLs in all content areas.

Professional development will support teachers in providing high quality instruction in students' identified areas of need. Teachers will receive PD on the following topics: strengthening vocabulary in the content areas, developing reading fluency, using guided reading to increase reading comprehension and automaticity, using Rewards and RIGOR to improve phonological and vocabulary skills, and improving student writing in different genres.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- In collaboration with Bank Street College, the school provides professional development for math and science teachers on CCLS.
- In collaboration with NCTE the school provides professional development for literacy and social studies teachers on CCLS.
- A partnership with the Center for Environmental Research and Conservation (CERC) provides a soccer interdisciplinary program anchored in STEM where students apply math, science and technology skills to the complex task of designing and building soccer balls that convert kinetic energy into stored, usable energy.
- A partnership with the Center for Environmental Research and Conservation (CERC) provides the Bridges Program, an interdisciplinary class where students apply math and science skills to the complex task of designing and building bridges.
- The school has a partnership with the Lang program of Columbia Presbyterian Hospital to encourage students to pursue careers in medicine and science.
- The school has a partnership with Fresh Youth Initiatives to provide community service projects.
- The school has a partnership with Columbia University to provide a Saturday math tutoring program.
- The school has a partnership with Kaplan to provide an accelerate math program and a science program and also to prepare students for the Regents.
- The school participated in the GE Foundation pilot on CCLS in math.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Funds will be used to establish a Common Core Standards professional development series with Bank Street and Columbia University consultants. FSF
 - Funds will be used for a literacy/social studies coach and a math/science coach to provide ongoing and in-class support. T1SWP, FSF
 - Funds will be used for curriculum development and alignment with Common Core Standards. T1 SWP

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Teachers and administrators will participate in short cycles of formative observations allowing for self reflection and focused discussions in order to improve teacher practice based upon a research based rubric.

By June, 2012 all teachers will have completed a minimum of four formative observations based upon a researched based rubric that allows for self reflection and contains focused feedback with next steps.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Review of formal and informal observations and conversations with teachers indicated that there was not a common language that described good teaching or a consistent definition of good teaching. We will engage in a process to improve teacher evaluations that will promote conditions for teacher and student learning. Using the rubrics of Framework for Teaching we will develop a consistent definition of good teaching. All faculty members will share this understanding of good teaching and have a common language to describe and discuss best practices. Administrators and grade team leaders will be trained in the skills of evaluation to ensure that evaluations are consistent and true. Conversations using the protocols of the Framework will promote teachers' self realization of areas of need. The objective feedback from the formal and informal observation will result in teacher commitment to improve their practice.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Administrators and grade team leaders will attend professional development on Danielson's Framework for Teaching.
- All teachers will attend in school PD sessions on Danielson's Framework for Teaching.
- Administrators and lead teachers will be trained to be evaluators to assess accurately, provide meaningful feedback and engage teachers in productive conversations about practice.
- Administrators will meet individually with teachers to set Individual Professional Development Goals.
- Formal and informal observations will be conducted for each teacher.
- Administrators and teachers will use the protocols and templates of Framework for Teaching.
- Administrators and grade team leaders are familiar with the four domains of teaching responsibility, the 22 components that describe the domains and the two to five elements that describe the components.

- Administrators and grade team leaders can recognize the sources of evidence for each component and element.
- Administrators and teachers can interpret the evidence against the rubrics for each component's levels of performances.
- Judgments are consistent between observers
- Formal and informal observation Summary Forms.
- Formative observations are guided by Domain 2b and 3b of Danielson's Framework for Teaching.
- Interview Protocol for Pre and Post observations Conference
- Teacher Lesson Reflection logs

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- The parent coordinator, teachers and coach hold parent workshops on the literacy and math program in the school, intervention strategies and programs, literacy, math and technology in the home, with the focus on student achievement.
- The school has an open door policy to encourage parent visitation and parent input.
- Traducelo is used to instantaneously translate all emails into Spanish and to translate emails from Spanish writing parents into English. Google Translate is use to translate letters sent home. All translations are reviewed by the school personnel who understand the nuances of translation.
- The Parent Coordinator and social worker provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will maintains a log of events and activities planned for parents each month and file a report with the central office.;
- Parents members of the School Leadership Team, the Parent Association and Title I Parent Committee where CEP goals are discussed and developed.
- Parent workshops include understanding educational accountability grade-level curriculum and assessment expectations
- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report.
- Additional parent meetings are scheduled weekly based on individual student need, class needs. Three school wide parent teacher conferences are scheduled each year. All meetings are scheduled with flexible times, meetings in the morning or evening and on some Saturdays, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Our rigorous hiring procedures lead to attracting highly qualified teachers. Our hiring committee consists of administrators, teachers and parents. Beginning in February, teachers are asked to predict if they will return the following year. Based on the response, a search begins using the alumni websites of Teaching Fellows and Teach for America. Teachers contact their colleagues in other schools within and outside of the New York city. When Open Market becomes available, vacancies are posted. Candidates are invited to visit the school informally to determine if they would fit in with the school culture. Next, candidates sit for two interviews; one conducted by administration, coaches and parents and then one conducted by teachers. If it is determined that the candidate is a person of interest, the candidate does a demonstration lesson which is observed by administrators, teachers and parents. Where appropriate, students are asked for feedback about the candidate's teaching. After all candidates are

interviewed the committee meets to make selections. Once selections are made, the candidates are invited back to attend a departmental meeting. Then the department provides feedback to the hiring committee. After this, the final selections are made.

Professional Development is held weekly and built into every teacher's schedule to bring instruction in line with the relevant Performance Standards and practices. The Professional Development group is led by the administration in collaboration with the Math/Science and Literacy/Social Studies coaches and with support from Bank Street College, National Association of English Teachers and Columbia University.

We provide ongoing professional development on ESL strategies to support ELL learning for literacy and math bilingual and ESL teachers. Teachers attend NCTE seminars and webinars on ELL instructional strategies.

Teachers attend professional development as part of their Professional Activity menu and during common preps, after school and provided by outside resources. The teachers attend workshops focused on project based learning provided by a consultant from CERC who provides feedback and workshops on content and pedagogy. In collaboration with the literacy coach and ELL coordinator, teachers participate in study groups using journal articles and books addressing the needs of the ELLs and students in special education classes. Planning meetings are held once a week to enable our teachers to identify and target the language needs of students based on assessment of student work. Teachers attend professional development sessions led by Randy Soderman on understanding and using research on how ELLs learn and to increase English language learning. In class coaching and after school PD sessions will be utilized. Kyleen Beers' work will be used to provide PD and in class coaching in the content area of literacy to accelerate the academic performance of ELLs in all content areas.

Professional development will support teachers in providing high quality instruction in students' identified areas of need. Teachers will receive PD on the following topics: strengthening vocabulary in the content areas, developing reading fluency, using guided reading to increase reading comprehension and automaticity, using Rewards and RIGOR to improve phonological and vocabulary skills, and improving student writing in different genres.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- The school is a member of National Council of Teachers of English which provides workshops and webinars on Danielson's Framework of Teaching for all faculty members.
- Administration and coaches attend workshops provided by the Network on effective, formative observations.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

FSF funds used to provide supplies and to purchase books by Danielson

T1 SWP for per session for professional development hours.

T1 SWP for professional development fees to NCTE.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	61	67	10	20	10	0	10	10
7	65	75	10	10	10	0	12	10
8	71	80	30	10	15	0	10	15
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Guided reading and vocabulary instruction in small group tutorials for students from all sub groups during extended day twice a week</p> <p>Guided reading, intensive writing tutorials, and vocabulary instruction during Saturday small group tutoring for ELLs.</p> <p>Lunch and Learn one-to-one and small group tutoring during the school day</p> <p>Words Their Way in small groups during school day and after school</p> <p>Rewards in small groups during extended day</p> <p>Literacy Lab in small group of 8 students during school day</p> <p>Guided Reading small group during school day</p> <p>RIGOR in small groups during extended day and during school day</p> <p>Interdisciplinary project based work in small groups after school for ELLs</p>
Mathematics	<p>Basic skills instruction in small groups during extended day for students from all sub groups</p> <p>Regents prep in small group during extended day</p> <p>Intensive instruction in specific skill gaps in small groups during extended day</p> <p>Saturday small group tutoring for ELLS.</p> <p>Lunch and Learn</p> <p>Math Lab small group of 8 students during school day</p> <p>Interdisciplinary project based work in small groups after school for ELLs</p>
Science	<p>Intensive Science Instruction in small groups during extended day and on Saturday</p> <p>After school Science labs in small groups</p> <p>Lunch and Learn in small groups</p> <p>Interdisciplinary project based work in small groups after school for ELLs</p>
Social Studies	<p>After school for small group content area literacy strategies</p> <p>Lunch and Learn</p> <p>Interdisciplinary project based work in small groups after school for ELLs</p>

At-risk Services provided by the Guidance Counselor	Crisis Intervention during school day Anti Bullying during school and after school
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	For 7 th and 8 th graders High School Application preparation and visitations. Crisis Intervention during school day Mediation groups On-going individual and small group therapy sessions
At-risk Health-related Services	Individual health counseling during school day and after school

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator and social worker will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, a minimum of once a month, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 06M324 **School Name:** Patria Mirabal M.S. 324

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

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.

On the New York City Progress Report the school earned an A for the fifth year in a row, with an overall score of 79.4, placing the school in the 97th percentile. The school received a letter grade of A for student progress and a B for student performance. This shows that our students are making progress each year but 22% are still below grade level.

On the New York State Progress report, for the past two years, the school made AYP in Math and Science but not in ELA. Students are making significant progress each year but are still performing below grade expectations. This year the school received extra credit for having more than 50% of students in Special Education, ELLS, Lowest Third Citywide and Males in Lowest Third Citywide at the 75th Growth Percentile or Higher on the ELA.

Analysis of running records and diagnostic assessment in September indicated that 62% of students are entering MS 324 reading at 2nd to 4th grade levels and 13.5% of students are entering reading at K to 1st grade levels.

From January 2010 to June 2011, there was an increase in our school's overall score in Student Performance from 10.5 to 11.7. The percentage of students scoring at PL 1 and PL 2 on the ELA state exam decreased from 82% to 80%. 22% scored at PL 1 and 58% scored at PL 2. The percentage scoring at PL 3 and PL 4 increased from 18% to 20%. 20% scored at PL 3 and one student scored at PL 4.

On the 2010-2011 ELA, 50.4% of ELLs and 62.7% of Special Education students made exemplary proficiency gains in ELA. The New York 2010-2011 Progress Report shows 50.4% of ELLS and 62.7% of Special Education Citywide are at the 75th growth percentile which shows improvement from last year's growth of 39.8% of ELLS and 51.1% of Special Education. Further analysis shows that of the 136 ELL students who were tested, 72 students made a year or more of progress. Of the 51 students who receive special education and who were tested, 37 made a year or more progress.

Of the 80 students (22%) who received a PL 1 on the ELA exam, 9 are monolingual English speakers, 17 are in Special Education and 54 are ELLs. This indicates that most students in PL1 are English Language Learners.

Further analyses shows that of the 42 ELL students in bilingual class settings who had a PL 1 on the ELA exam, 20 students received less than two years of service in a school within the United States or are SIFE.

When we look at the grade level of the 80 students who performed at PL 1, 35 at in sixth grade, 24 are in seventh grade and 22 are in eighth grade. When we look at specific teachers' classes there are no significant differences in performance.

As of June 30, 2011 ELA scores show that out of 353 students tested, 77% of students obtained a PL 2, 3, or 4. Of the 189 monolingual, non-sped students, 95% obtained a PL 2, 3, or 4. Of the 136 ELLs tested, 52% obtained a PL 2, 3, or 4. Of the 51 special education students tested, 67% obtained a PL 2, 3, or 4. Of all students tested, 18% obtained PL 3/4.

CATEGORY	General Education	ELL ONLY	ELL and SPED	SPED ONLY		L1s not in Lowest 3rd (school)	PL 1 and Lowest 3rd	ELL and Lowest 3rd	SPED Lowest 3rd
# of Students in PL 1 80	9	54	11	6		36	13	15	5
Percentage of PL 1	11%	68%	14%	7%		45%	16%	19%	6%

The literacy inquiry team, of whom four scored the exam at the scoring center, questioned if the test was biased toward ELLs and recent immigrants based on a review of the test content. For example, the sixth grade essay used complex language, compound words and complex sentence structures. Specific background knowledge of U.S. history was needed to respond to one of the essays. This is being studied further to determine the instructional practices that need to be revised to best meet students learning.

An initial review of the 2011 State ELA exam revealed that students performed weakest in understanding vocabulary and complex sentence structure, stamina for longer passages, idiomatic phrases and content with no prior knowledge or context. Students also struggle with background core knowledge. We realized that these areas are most challenging for ELL and Special Education populations, and for students reading more than two levels below grade-level. Analyzing the written section of the ELA exam revealed that our students perform weakest in the areas of gathering meaning from written material, grammar, syntax and vocabulary. Overall, this points to a need to accelerate the learning of the ELL students and students who receive special education services whether they are in monolingual or bilingual classes.

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

Based on standardized exam results and student records, intervention classes are woven into the school program rather than separate from the school day. Students are grouped heterogeneously for whole class instruction and homogeneously for intervention activities. Homogeneous grouping is based on ability in the focused learning point. Students who receive ELL and/or special education services receive the same curriculum as their general education counterpart with presentation strategies modified, not the curriculum.

Teachers determined students' needs and offer intervention based on analysis of student data. Data sources include student class work, running records, teacher made exit slips, spelling inventories, DYO interim assessments, formal student reading evaluations, ELA state exam results and attendance rates. These sources of data are also used to measure the effectiveness of intervention programs. Data analysis is ongoing to determine what strategies and skills were assessed and which students did not demonstrate mastery. Teachers monitor student progress in ELA with specific goals and benchmarks throughout the year. These are monitored and revised based on student growth.

Intervention programs include:

- A longer school day to specifically address the needs for students at risk for ELA on Monday and Wednesday from 2:50 to 3:40 p.m., on Tuesday and Friday from 2:50 to 4:00pm and on Saturday from 9:00 a.m. to 1:00 p.m.;
- Curriculum maps and one unit of study based on rigorous instructional expectations are aligned with Common Core standards for Literacy;
- Rewards and Rigor computer programs during school day;
- Core Knowledge program;
- RALLY Test preparation program;
- BRIDGES and SOCCOR in collaboration with Columbia University;
- Lunch and Learn tutorial assists students who have difficulty with the day's lesson;
- Writing Labs four times a week for small group, targeted instruction in writing;
- Literacy labs for small group intervention five times a week to move students up through reading levels at an accelerated rate through guided reading and strategy lessons;

- Reading and Writing Assessment administered every nine weeks to determine students' reading and writing levels and growth in use of specific skills and strategies;
- In addition, as a Title I School In Need of Improvement, some of our students are also eligible for Supplemental Educational Services (SES).

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.
 - Professional development provided by NCTE specifically designed for ELLs and Special Education;
 - Professional development for literacy teachers and ESL teachers on ESL strategies to support ELL learning;
 - Exploratory Study Groups one for reading and one for writing based on work of Kylee Beers and David Sousa and implementation of findings throughout the school year.
 - Professional development on strengthening vocabulary in the content areas, developing reading fluency, using guided reading to increase reading comprehension, improve student writing in a variety of genres using Rewards and RIGOR, using RILEY for test prep and Hirsch's Core Knowledge to increase students' background knowledge;
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

The teacher mentoring program is multifaceted, combining coaching by the school based literacy/social studies coach, ELL consultants from CEI-PEA and Columbia University, a consultant from the National Council of Teachers of English, Principal and the Assistant Principal of ELL and Special Education. Literacy coach work with teachers everyday to improve the quality of their teaching aligned with Common Core Learning Standards.

Using the framework of Critical Friends, new and experienced teachers plan lessons together, engage in intervisitations and discuss their teaching experience and observations. Teachers will also participate in intervisitations to schools within New York City that have been highlighted by the Network or other sources as having successfully accelerated the literacy of ELLs and Special Education students to move students to the next Performance Level on the ELA state exam. Once a week for twenty weeks, the ELL consultant with the Assistant Principal and Principal support ESL and bilingual teachers through professional development workshops based on current research in the field in combination with information gather through observations and learning walks.

Once a week for ten weeks the consultant from the National Council of Teacher of English will support all literacy teachers on studying and developing lessons and tasks embedded in a rigorous curriculum unit aligned to the Common Core Learning Standards as indicated by review of students work showing the completion of tasks.

The school based literacy coach conducts school wide literacy meetings on Tuesdays where teachers discuss research in the field, analyze student work, plan lessons, create formative assessment materials and share effective instructional practices to support student learning. Once a week the literacy coach facilitates grade level meetings where new and experienced teachers share lesson planning, student work, assessment and effective instructional practices specific to the grade. The administration and coach conducts individual meetings once a week with teachers, based on need, to co-plan lessons, observe, conduct model lessons, co-teach and provide feedback as critical friends.

The Literacy/Social Studies Coach and Math/Science Coach collaborate to support teachers who work with students who receive ESL and special education students in the general education environment.

Technology will be used to enhance new teacher support and learning. Teachers will be videotaped as they conduct lessons followed by discussions with the principal and coach as they view the tape together. New teachers will view model lessons conducted by experienced teachers.

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.

On October 6, 2011 at a PA Executive Board meeting, on November 1, 2011 at the Annual Title 1 Parent Meeting, on October 7, 2011 and December 5, 2011 at School Leadership Team meetings the school's identification was described, shared and discussed with parents, PA Executive Board Members and School Leadership Team members. Translation into English and Spanish was provided at all meetings. Letters are prepared in English, Spanish, French and Arabic and will be backpacked home with each student on January 27, 2012. On December 7, 2011 parents were notified and will be notified again on January 24, 2012 using our School Messenger telephoning system to look for the letter that identified our school 06M324 Patria Mirabal as Improvement Year 1 – Comprehensive as required under federal NCLB rules and the State's Differentiated Accountability system. These telephone messages are sent in English and Spanish. On February 28, 2012 a meeting with parents has been scheduled to discuss the school status, interventions for improvement and programs for students.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Debra Maldonado/ Ben Soccodato	District 06	Borough Manhattan	School Number 324
School Name Patria Mirabal Middle School 324			

B. Language Allocation Policy Team Composition

Principal Janet Heller	Assistant Principal Diana Trautner
Coach Gina Salerno	Coach Lucienne Morel
ESL Teacher Samuel Amador	Guidance Counselor Yadira Ortiz
Teacher/Subject Area Juan DeLaCruz/bilingual Math	Parent type here
Teacher/Subject Area Thelma Dolmo/bilingual Literac	Parent Coordinator Judy Ortega
Related Service Provider Jessica Baquero	Other type here
Network Leader Ben Soccodato	Other type here

C. 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	2	Number of certified bilingual teachers	2	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	427	Total Number of ELLs	181	ELLs as share of total student population (%)	42.39%
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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

Students who are new to the New York City Schools are identified as ELLs through the Home Language Identification Survey (HLIS) and the LAB-R. These assessments are administered by a licensed ESL teacher, Mr. Amador, who is fluent in both Spanish and English. Families are given the HLIS upon registration. Mr. Amador conducts an oral interview and completes the HLIS. He also completes the SIFE questionnaire with the parent and the student to determine if a student has interrupted formal education. If a student's home language is anything other than English then the English LAB-R is administered within the first 10 days of admission by the certified ESL teacher. If a student's home language is Spanish then the Spanish LAB test is also administered within the first 10 days of admission. The documents are hand scored so that information is gathered quickly while we wait for the tests to be officially scored and entered into ATS. If a student is identified as an ELL the bilingual coordinator conferences with the family and explains the options available for ELL services. The student is then placed in the appropriate program and services begin. Students are assessed yearly using the NYSESLAT and teachers analyze and use the results of this assessment to plan and deliver instruction. ATS reports are used to ensure that all students are assessed with the NYSESLAT. The assistant principal and testing coordinator manually look up each student's information to ensure that all students properly assessed with the NYSESLAT every year.

In order for parents to understand all three program choices, they are invited to meet with the Bilingual Education Coordinator within a week of their children's admission to learn about the school programs and facilities it offers its students. The Assistant Principal, Diana Smith, and the ESL teacher, Samuel Amador, meet with families within 10 days of admission to discuss the ELL program choices. Apart from being shown the video and meeting personally with the staff during the first 10 days at the school, the parents are also invited to two ELL Informational Parent Conferences. In these conferences they have an opportunity to view the video as a group and discuss its content and the TBE and ESL programs with each other as well as with the Bilingual Coordinator/Assistant Principal, Diana Smith, the school's Parent Coordinator, Judy Ortega, and the ESL teacher, Samuel Amador. The parent coordinator, teachers, and assistant principal collaborate to reach out to parents and inform them of the meetings via email, phone, and written notices. At the meeting families are also shown a NYC Department of Education video explaining in detail the choices of program their children have as ELLs in a New York City school. This video is shown in a variety of languages, including Spanish. The families complete the program selection forms during the 1:1 meetings or during the group meetings and the child is placed in the appropriate program. Outreach is done by the parent coordinator and the teachers. Over the last few years we have noticed that families with children who are new to the country usually prefer a transitional bilingual program while families with children who have been receiving services for several years prefer a monolingual class with ESL. The forms are stored at the school in the ELL binder and logged into ATS in the HIBE screen. Continuous entitlement letters are distributed and tracked in an excel data sheet that is updated by the assistant principal.

Students are tested annually with the NYSESLAT exam. The results of the exam are analyzed by the licensed ESL and bilingual teachers (Samuel Amador, ESL; Luis Fernandez, Bilingual Literacy; Thelma Dolmo, Bilingual Literacy; Juan DeLaCruz; Bilingual Math) and by the certified teachers in all other subject areas in collaboration with the administration. This information is used to

inform instruction and guide programmatic decisions for students. The results of the exam are shared with parents at conferences with licensed teachers.

The trend we have noticed during the last two years is that the majority of parents (56%) in Spanish speaking families have chosen the Transitional Bilingual Program. In interviews the parents expressed the wish to have their children moved to monolingual classes eventually, while receiving ESL services when necessary. The programs offered at the school are aligned with parents' requests. The number of students enrolled in each program closely mirrors the percentages of parental choices made in the Parent Program Surveys. The entire process including identification and placement takes place within the first ten days of school. We have staff who can translate the information and if there are no staff members who speak the language we use the DOE translation services.

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="radio"/>	No <input type="radio"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%;40% → 50%;50% → 75%;25%)							1	1	1					3
Dual Language (50%;50%)							0	0	0					0
Freestanding ESL														
Self-Contained							8	10	4					22
Push-In							8	10	10					28
Total	0	0	0	0	0	0	17	21	15	0	0	0	0	53

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	181	Newcomers (ELLs receiving service 0-3 years)	92	Special Education	32
SIFE	31	ELLs receiving service 4-6 years	49	Long-Term (completed 6 years)	40

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

	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	74	24	5	16	2	2	4	0	4	94
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	18	4	2	33	1	7	36	0	12	87
Total	92	28	7	49	3	9	40	0	16	181

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							53	57	59					169
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								2						2
Haitian														0
French							2	1	2					5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other							2	2	1					5
TOTAL	0	0	0	0	0	0	57	62	62	0	0	0	0	181

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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

**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):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

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							24	26	26					76
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								2						2
Haitian														0
French						2	1	2						5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2	2	1					5
TOTAL	0	0	0	0	0	0	28	31	29	0	0	0	0	88

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here MS324 provides transitional bilingual education classes and monolingual classes with ESL services. We provide twenty-five periods of Transitional Bilingual Education in every grade. This instruction is delivered by a team of certified professionals. In sixth grade, we provide four periods of self contained ESL instruction and eight periods push-in ESL instruction for a total of twelve periods of sixth grade ESL. In the seventh grade we provide four periods of self-contained ESL instruction and four periods of push-in ESL instruction for a total of eight periods of seventh grade ESL. In the eighth grade we provide four periods of self-contained ESL instruction and six periods of push-in ESL instruction for a total of ten periods of eighth grade ESL. In total, we provide 45 periods a week (405 minutes) of instruction in the Transitional Bilingual Education program instruction from a licensed bilingual and ESL teacher and four periods of ESL instruction as a part of the Language Arts program.

Teachers analyze the needs of each of the subgroups of ELLs (new arrivals, SIFE 2-3 years of service, 4-6 years of service, long term ELLs, former ELLs) by looking at a variety of data (running records, teacher made assessments, state exam results, NYSESLAT results, native language assessments) and then provide differentiated instruction and targeted intervention to meet those needs. Students' language acquisition is supported through differentiated instruction: differentiated texts and reading groups, native language instruction, texts in native language, explicit ESL instruction, RIGOR program, differentiated guided reading groups, small group math and science intervention, translated dictionaries, leveled libraries in Spanish and English, leveled texts in Spanish and French, process/content charts, and graphic organizers. All students are provided with materials that fall within each student's zone of proximal development in their native language and in the new language. Students are provided with the opportunity to attend targeted intervention groups during the school day, after school, and on Saturdays. Teachers monitor students' progress through ongoing formative assessments and then provide targeted instruction, differentiated instruction, and intervention to meet those needs.

ESL students in monolingual classes are provided three weekly periods (135 minutes) of push-in instruction during content area and/or ELA. Literacy teachers have been trained in ESL strategies in order to provide further ESL services to ELLs in their classes. Students who score at the beginning and intermediate level receive 360 minutes of ESL Students who are Advanced receive 180 minutes of ESL instruction through stand alone ESL, push in model, and pull out model Students in bilingual classes also receive ESL services as per their NYSESLAT levels with Beginners and Intermediate students receiving a minimum of 360 minutes and Advanced students receiving a minimum of 180 minutes. Students in transitional bilingual classes receive 180 minutes of NLA a week.

In our transitional bilingual program, content area instruction (Math, Science, Social Studies) is delivered using the transitional model where students gradually learn the content in English with some native language support. We follow the 60-40 model of English-Spanish

A. Programming and Scheduling Information

instruction but gradually move students towards full English as they move towards proficiency on the NYSESLAT and eventual placement in monolingual classes. Teachers use supports such as sentence starters, scaffolded writing activities, visual aides, and hands on lessons to ensure that students master the content.

Because parents of students have the option of choosing bilingual or monolingual classes, this group of students is quite heterogeneous. Facility in listening and fluency in speaking English is what they have in common. All of their lessons are in English and in order to provide support for their language, an ESL teacher pushes in and collaborates with the subject area teacher.

ELLs are evaluated in their native language and in English through translated exams, teacher observations, and classroom assessments.

We use differentiated instruction to address the language needs of these learners, as well as push-in models, literacy classes, and content-area classes. Many of our teachers are familiar with students' first language and provide support as needed; the ESL teacher provides English-language support. In addition to the regular instructional program, we also target our ELL population for Saturday Academy and after school programs, in which we reinforce native and English-language skills.

Teachers of ELLs-SWDs plan with their general education counterparts as well as with other teachers of SWDs and ELLs to ensure that all students have access to the same rigorous curricular resources. Students who are ELLs-SWDs are provided with grade level materials that contain supports such as graphic organizers, scaffolded native language support, and vocabulary previews. These strategies are matched to students' specific needs as per teacher assessments, IEP information, and exam results.

ELLs-SWDs are placed in the least restrictive environment as per each child's specific needs. A child's services are tailored to address his/her specific strengths/weaknesses. For example, a child may receive push in or pull out services as per his/her specific needs. A child may be provided with a self-contained setting for part of the school day and a mainstream setting for another subject. These decisions are made collaboratively with the teachers, parent, district representative, school psychologist, and related service providers.

SIFE students receive individualized instruction in class. The teacher provides the student with texts that match the student's literacy level in Spanish and in English. The students work on reading, writing, grammar, and vocabulary in class as well as in targeted after school intervention periods. These students also receive supports as they learn the structures and routines of school. They will also given instruction using the RIGOR program.

Newcomer ELLs (students in US schools less than 3 years) who are not SIFE are better prepared to do work at grade level in their native language, therefore the plan with these students differs from the plan for the SIFE in the kind of extra instruction they receive. They receive one-on-one instruction and take part in after-school activities with instruction for newcomers geared to maximize English language learning and acquisition. The plan is to have these students utilize their native language skills to aid them in their second language learning so they might be ready to be shifted to monolingual classes after three years of being at our school. Emphasis is put on Reading and Speaking, aided greatly by a focus on phonics, while Listening (using read-alouds and books on tape) and Writing skills are developed concurrently.

Long-term ELLs are placed in monolingual classes because their academic language is more developed in English than in their native language. They are overwhelmingly advanced on the NYSESLAT, and as test records show, their weakest modality is writing. With a view to their successful performance on the NYSESLAT, the students are mandated to attend the extended 37.5 minute afternoon sessions in order to receive support in writing workshop, writing conventions as well as learning test taking techniques. This complements the work that the students do during their ESL push-in and pull-out periods. We plan on helping these students gain the knowledge to pass the NYSESLAT and be proficient in English as soon as possible.

Students with special needs receive services according to their IEP requirements. If they are SIFE students, they receive the services described above. They (and their parents) also receive counseling services provided by school staff.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	

A. Programming and Scheduling Information

Students are provided with grade level instruction and teachers use differentiated instruction to target students' individual needs.

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here Based on the students' needs, teachers will provide interventions both within the regular instructional period and during small group intervention.

We use differentiated instruction to address the language needs of these learners, as well as push-in models, literacy classes, and content-area classes. Students receive differentiated instruction specific to their individual needs. For example, many students who score as a Beginner on the NYSESLAT require visual cues and differentiated texts. Our Intermediate students require more vocabulary supports such as vocabulary previews, academic language vocabulary lessons, anticipation guides, and sentence stems to support the students in producing comprehensible output. Since writing is an area where many of our long term ELLs struggle, teachers use strategies such as graphic organizers, sentence stems, and scaffolded writing assignments to support students' writing growth. Many of our teachers are familiar with students' first language and provide support as needed; the ESL teacher provides English-language support. In addition to the regular instructional program, we also target our ELL population for Saturday Academy and after school programs, in which we reinforce native and English-language skills. Students receive targeted interventions in the content areas based on the student's individual needs. In math many of our SIFE students require additional instruction in basic math skills and are also give differentiated supports such as visual cues, vocabulary previews, and math manipulatives. Our beginner ELLs require visual cues and explicit instruction in academic language while our more advanced ELLs require language supports such as sentence starters when writing about mathematics. In Science and Social Studies teachers use differentiated instruction as outlined above and students are offered targeted intervention groups to address their needs. Our SIFE students require additional instruction in the content areas to bring their knowledge of Social Studies and Science up to grade level.

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Students who are former ELLs continue to receive testing modifications of extended time and separate location for two years. These

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Students who are former ELLs continue to receive testing modifications of extended time and separate location for two years. These students are also supported through intervention programs targeted to students' specific needs based on assessment data.

B. Programming and Scheduling Information--Continued

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Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

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)?

Paste response to questions 1-5 here

Science:	Spanish			
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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.)
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3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

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The literacy coach, math coach and Assistant Principal provide ongoing professional development on ESL strategies to support ELL learning for literacy and math bilingual and ESL teachers. Teachers will attend NCTE seminars and webinars on ELL instructional strategies. The bilingual teachers will visit schools to observe best practices and attend professional development workshops.

Paraprofessionals will attend weekly PD sessions on topics such as working with beginning readers (4 sessions), questioning techniques for ELLs (2 sessions), working with ELLs with the common core standards(1 session), and assisting ELLs with inquiry based mathematics (2 sessions). A minimum of one 40 minute session a month will be devoted to these ELL strategies.

Teachers of bilingual and monolingual classes attend professional development together during weekly common prep. Bilingual and monolingual teachers are expected to provide the same standard based instruction. School guidance staff also attend these weekly meetings. The bilingual science teacher will attend workshops focused on project based learning and will work a consultant who will provide feedback and workshops on content and pedagogy. In collaboration with the literacy coach and ELL coordinator, bilingual teachers, will participate in study groups using journal articles and books addressing the needs of the ELLs. The OT/PT staff are shared faculty and are at 4 schools. They attend special education meetings where ELL strategies are discussed as their schedule allows. The speech and language therapist receives PD from the speech/language department and also provides PD to staff.

The secretary attends PD from the DOE on ELL regulations and admission procedures to ensure that all students are accurately admitted and that accurate records are maintained. The parent coordinator will receive training through Columbia University's parent leadership program.

Collaborative inquiry study takes place weekly and is interdisciplinary. Teachers meet to examine work, plan instruction, plan differentiated supports, and plan assessments related to the inquiry topics.

Planning meetings are held once a week to enable our teachers to identify and target the language needs of our students based on assessment of student work. At monthly professional development sessions bilingual, ESL, and monolingual teachers in all content areas meet to plan interdisciplinary learning connections and differentiated instruction. Content area teachers meet weekly to plan instruction and formative assessments to monitor students' acquisition of the target language as well as the subject area material.

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The bilingual guidance counselor and the parent coordinator support students as they transition to middle school and high school. The bilingual guidance counselor and parent coordinator provide monthly parent workshops. Parents who have children attending middle school for the first time attend a workshop introducing them to middle school. Parents are also offered a workshop on middle school literacy. The bilingual guidance counselor and the parent coordinator meet with the assistant principal and literacy coach and collaboratively plan this workshop. The bilingual guidance counselor attends DOE workshops on high school and presents this information to parents in collaboration with the assistant principal and the parent coordinator. All workshops are presented in both English and

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

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?

Paste response to questions 1-4 here

The school hosts monthly workshops for parents. In addition to these workshops the school will also host 4 ELL specific workshops and 2 trips to build community and improve students' academic outcomes. The school will host an introduction to middle school workshop where families can learn about ELL program options, school policies, and where they will also be able to meet with teachers to begin to build the school – home community. Families will also be invited to attend workshops on high school and college. The coaches and teachers will provide a workshop on strategies for improving at home reading. The bilingual coordinator and the parent coordinator will collaborate to target all parents of ELLs and will aim to have a minimum of 20 parents attend each workshop.

The workshops will require chart paper, markers, note cards, and binders for workshop presentations and activities. During the at home reading workshop parents will need post it notes, independent reading books, pens, pencils, and highlighters in order to learn at home reading strategies. All workshops require the use of paper and ink cartridges for the following materials: flyers, agendas, information sheets, copies of reading logs, informational flyers about high school and college, and information sheets about ELL program choices. Each high school and college trip will require metro cards for 20 families and students.

The mission of MS324 is to prepare students for college, work, and citizenship. To support this goal we have college-themed advisories and will take students and families on high school and college trips to expose them to various high schools and colleges and prepare them for college requirements. These trips will be tailored to the needs of our families of students who are ELLs, many of whom are not familiar with the high school and college system in the United States.

MS324 will provide parent leadership workshops throughout the school year. The 18 workshops will be led by Columbia University and will be supported in part by Title III funds.

All workshops are presented in both English and Spanish. Parents are notified of the workshops via backpacked fliers, phone calls, school messenger, and teacherease email.

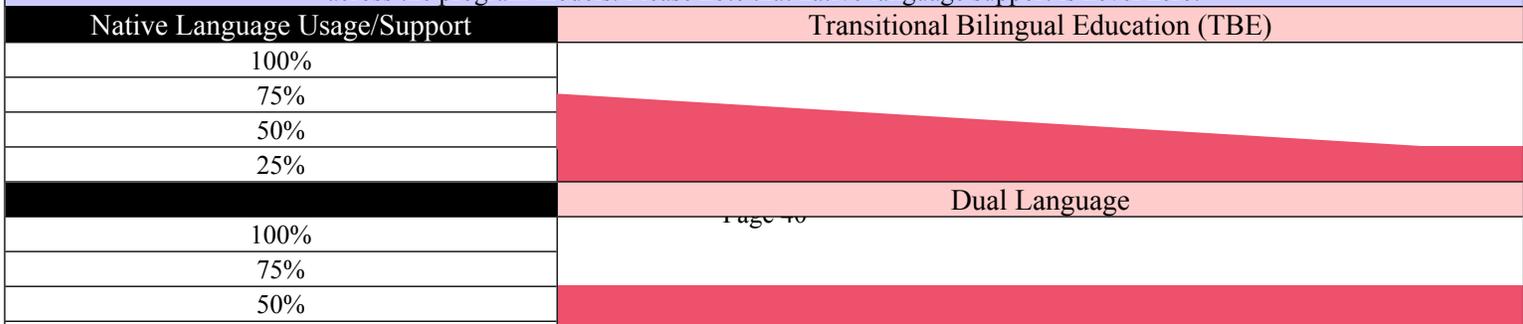
IDEA, T1SWP, FSF, ARRA will be used to fund personnel to support parent workshops and conduct parent outreach: school aid, social worker, parent coordinator, guidance counselor

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 Usage and Supports

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



B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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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)?

Paste response to questions 1-5 here

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.

Paste response to questions 1-3 here

Professional Development is held periodically to enable our teachers to identify and target the language needs of our students. It is also used to bring instruction in line with the relevant Performance Standards and practices. The Professional Development group is led by Principal Janet Heller and Assistant Principals Diana Smith Trautner and Lakisha McDaniel Luke. Professional development is provided in collaboration with Math and Literacy Coaches with supports from Bank Street College. Included in Professional Development are all teachers who teach ELLs, which includes ELA, ESL, Math, Science, Social Studies and Arts teachers in bilingual and monolingual classes.

The literacy coach, math coach and Assistant Principal provide ongoing professional development on ESL strategies to support ELL learning for literacy and math bilingual and ESL teachers. Teachers will attend NCTE seminars and webinars on ELL instructional strategies. The bilingual teachers will visit schools to observe best practices and attend professional development workshops.

Paraprofessionals will attend weekly PD sessions on topics such as working with beginning readers (4 sessions), questioning techniques for ELLs (2 sessions), working with ELLs with the common core standards(1 session), and assisting ELLs with inquiry based mathematics (2 sessions). A minimum of one 40 minute session a month will be devoted to these ELL strategies.

Teachers of bilingual and monolingual classes attend professional development together during weekly common prep. Bilingual and monolingual teachers are expected to provide the same standard based instruction. School guidance staff also attend these weekly meetings. The bilingual science teacher will attend workshops focused on project based learning and will work a consultant who will provide feedback and workshops on content and pedagogy. In collaboration with the literacy coach and ELL coordinator, bilingual teachers, will participate in study groups using journal articles and books addressing the needs of the ELLs. The OT/PT staff are shared faculty and are at 4 schools. They attend special education meetings where ELL strategies are discussed as their schedule allows. The speech and language therapist receives PD from the speech/language department and also provides PD to staff.

The secretary attends PD from the DOE on ELL regulations and admission procedures to ensure that all students are accurately admitted and that accurate records are maintained. The parent coordinator will receive training through Columbia University's parent leadership program.

Collaborative inquiry study takes place weekly and is interdisciplinary. Teachers meet to examine work, plan instruction, plan differentiated supports, and plan assessments related to the inquiry topics.

Planning meetings are held once a week to enable our teachers to identify and target the language needs of our students based on assessment of student work. At monthly professional development sessions bilingual, ESL, and monolingual teachers in all content areas meet to plan interdisciplinary learning connections and differentiated instruction. Content area teachers meet weekly to plan instruction and formative assessments to monitor students' acquisition of the target language as well as the subject area material.

Professional development will support all teachers (ELL licensed and other licenses) in providing high quality instruction in students' identified areas of need. Teachers will receive PD on the following topics: strengthening vocabulary in the content areas, developing reading fluency using guided reading to increase reading comprehension and automaticity using words their way to improve phonological

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The literacy coach and math/science coach in collaboration with an outside provider will provide ongoing professional development on ESL strategies to support ELL learning in all content areas. Teachers will attend internal DOE PD on ELL instructional strategies. Paraprofessionals are provided PD by the coaches and administration.

The bilingual guidance counselor and the parent coordinator support students as they transition to middle school and high school. The bilingual guidance counselor and parent coordinator provide monthly parent workshops. Parents who have children attending middle school for the first time attend a workshop introducing them to middle school. Parents are also offered a workshop on middle school literacy. The bilingual guidance counselor and the parent coordinator meet with the assistant principal and literacy coach and collaboratively plan this workshop. The bilingual guidance counselor attends DOE workshops on high school and presents this information to parents in collaboration with the assistant principal and the parent coordinator. All workshops are presented in both English and

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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?

Paste response to questions 1-4 here

The school hosts monthly workshops for parents. In addition to these workshops the school will also host 4 ELL specific workshops and 2 trips to build community and improve students' academic outcomes. The school will host an introduction to middle school workshop where families can learn about ELL program options, school policies, and where they will also be able to meet with teachers to begin to build the school – home community. Families will also be invited to attend workshops on high school and college. The coaches and teachers will provide a workshop on strategies for improving at home reading. The bilingual coordinator and the parent coordinator will collaborate to target all parents of ELLs and will aim to have a minimum of 20 parents attend each workshop.

The workshops will require chart paper, markers, note cards, and binders for workshop presentations and activities. During the at home reading workshop parents will need post it notes, independent reading books, pens, pencils, and highlighters in order to learn at home reading strategies. All workshops require the use of paper and ink cartridges for the following materials: flyers, agendas, information sheets, copies of reading logs, informational flyers about high school and college, and information sheets about ELL program choices. Each high school and college trip will require metro cards for 20 families and students.

The mission of MS324 is to prepare students for college, work, and citizenship. To support this goal we have college-themed advisories and will take students and families on high school and college trips to expose them to various high schools and colleges and prepare them for college requirements. These trips will be tailored to the needs of our families of students who are ELLs, many of whom are not familiar with the high school and college system in the United States.

MS324 will provide parent leadership workshops throughout the school year. The 18 workshops will be led by Columbia University and will be supported in part by Title III funds.

All workshops are presented in both English and Spanish. Parents are notified of the workshops via backpacked fliers, phone calls, school messenger, and teacherease email.

IDEA, T1SWP, FSF, ARRA will be used to fund personnel to support parent workshops and conduct parent outreach: school aid, social worker, parent coordinator, guidance counselor

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)							14	18	14					46
Intermediate(I)							12	18	21					51
Advanced (A)							24	21	17					62

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	0	0	0	50	57	52	0	0	0	0	159

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							6	13	10				
	I							7	8	7				
	A							20	30	21				
	P							17	6	14				
READING/ WRITING	B							14	16	14				
	I							12	19	20				
	A							20	15	16				
	P							4	7	2				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	23	15	2	0	40
7	26	14	1	0	41
8	16	21	0	0	37
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	4	7	15	11	3	7	2	0	49
7	5	10	15	8	16	2	0	0	56
8	9	3	14	11	11	2	1	0	51
NYSAA Bilingual Spe Ed									0

NYS Science									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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)	17	24	22	33				
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?

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.

Paste additional information here

Part VI: LAP Assurances

School Name: <u>MS324</u>		School DBN: <u>06M324</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Janet Heller	Principal		1/1/01
Diana Trautner	Assistant Principal		1/1/01
Judy Ortega	Parent Coordinator		1/1/01
Samuel Amador	ESL Teacher		1/1/01
Domitilia Quintuna	Parent		1/1/01
Juan DeLaCruz/Bil Math	Teacher/Subject Area		1/1/01
Thelma Dolmo/Bil Lit	Teacher/Subject Area		1/1/01
Lucienne Morel	Coach		1/1/01
Gina Salerno	Coach		1/1/01
Yadira Ortiz	Guidance Counselor		1/1/01
Ben Soccodato	Network Leader		1/1/01
Jessica Baquero/Bil Speech	Other <u>Related Service</u> <u>Prov</u>		1/1/01
Lakisha McDaniel Luke	Other <u>Assistant Principal</u>		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 06M324 **School Name:** Patria Mirabal MS324

Cluster: _____ **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

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.

A Parent Home Language Survey is completed by every parent with the assistance of the parent coordinator and/or social worker. Regular mail to parents about school activities is written in Spanish and English. In house translators translate all correspondence using clear and simple language for all outgoing correspondence.

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.

Review of the home language survey indicated that the majority of parents speak and read Spanish only. The majority of the staff speaks Spanish, the language of the community the schools serves. Communication between school and the community is always in both languages, Spanish and English.

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.

All correspondence is provided in English and Spanish. Written communications that is ongoing is translated into English and Spanish such as the Parent Handbook, Bell Schedule, and Permission Slips. Specific written communications are translated by the bilingual translation team composed of the bilingual parent coordinator, social worker and math teacher. The initial translation is conducted by one member and then reviewed by the other two to ensure accuracy. Traducelo, an IBM website is used to instantaneously translate all emails sent to Spanish reading parents into Spanish and for emails from Spanish writing parents into English.

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.

Oral interpretation is available at all times conducted by the following school members who are bilingual Spanish/English: family worker, parent coordinator, school aids, guidance counselor, social worker and secretary.

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>.

Translators or electronic translators are available at all times. Parents have full access to school activities and information regarding their children's academic performance. The majority of the school staff speaks Spanish. Parents have full participation in school events regardless of the language they speak as all activities are conducted in Spanish and English. Parents receive all letters and forms about school activities in their language.

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: Patria Mirabal MS 324	DBN: 06M324
Cluster Leader: Debra Maldonado	Network Leader: Ben Soccodato
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 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: <u>5</u> # of certified ESL/Bilingual teachers: 4 # of content area teachers: 1

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:

Assessment Analysis and Rationale

Middle School 324 is located in Region 10 District 6 of New York City. The language allocation policy team includes Janet Heller (Principal), LaKisha McDaniel-Luke (Assistant Principal), Diana Smith (Assistant Principal), Judy Ortega (Parent Coordinator), Gina Salerno (Literacy Coach), Thelma Dolmo (Bilingual literacy teacher), Juan DeLaCruz (Bilingual math teacher), and Samuel Amador (ESL teacher).

There are 426 students enrolled in grades 6, 7, and 8 at MS 324 for the 2011-2012 school year. Forty-four percent of our students (186 students) are English Language Learners. The home language for all but eleven of the students is Spanish. The other eleven students' home languages are French (5 students), French-Haitian Creole (3 students), Bambara (1 student), and Arabic (2 students).

Of the 186 students identified as English Language Learners, twenty-one are in a monolingual self-contained special education class with ESL and eleven are in transitional bilingual self-contained special education classes. Seven of the ELLs receive SETSS. Ninety-five of the students are in general education transitional bilingual classes and the remaining seventy students are in general education monolingual classes and receive ESL from a certified ESL instructor.

Ninety-seven students have received ELL services for 0-3 years and forty-nine students have received ELL services for 4-6 years. There are forty students identified as long term ELLs (six or more years as an ELL). Twenty-three students identified as long term ELLs are in self-contained special education classes, the remaining students are in a monolingual class with ESL. Thirty-one of our 186 ELLs are identified as SIFE students (17% of ELLs).

Out of our 186 ELLs, 175 list Spanish as their home language. These students are in both transitional bilingual education programs and monolingual with ESL programs. The remaining eleven students are in monolingual classes with ESL services.

Students are assessed using a variety of diagnostic, formative, and summative assessments. In addition to the Math, ELA, and NYSESLAT assessments, students' reading levels are assessed using running records. Students' reading and writing is assessed using the DY0 assessments as well as by teacher made rubrics. Students' math levels are assessed using DY0 interim assessments and teacher made unit diagnostic, formative, and summative assessments.

Students score better in tests in their Native Language if they meet two criteria:

Part B: Direct Instruction Supplemental Program Information

- A) they are relative new-comers to the United States, and
- B) they have received uninterrupted formal education in their native countries.

However, as they receive their formal education in the United States over the years, their academic knowledge, and most importantly, language, is developed more deeply in English.

In Math and Science newcomers do considerably better in their first language than they do in English, but as specialized knowledge and new concepts are introduced, their reliance on their native language to be able to perform lessons, but their limited English Language skills prevent them from being adequately tested in anything other than their native language.

Of our 176 students, 159 took the NYSESLAT exam during the 2010-2011 school year. Our ELL students' scores are as follows: 29% are beginners, 32% are intermediate, 39% are advanced. Of our ELLs who took the ELA exam, 65 scored a level 1, 50 scored a level 2, and 3 scored a level 3. On the Math exam, 38 students scored a level 1, 74 scored a level 2, 36 scored a level 3, and 3 scored a level 4. Twenty five ELLs passed the ELE. On the NYSESLAT exam, 37 students are proficient in listening/speaking while 13 students are proficient in reading/writing.

The DYO assessment results are used for spotting trends in student performance and to drive individualized instruction, focusing on the needs of the students, i.e. areas where students are not making progress. According to DYO assessments, students struggle to analyze the meaning of questions and need to improve vocabulary skills in order to better understand all written material. The math diagnostic indicates that many of our ELLs have gaps in their mathematical knowledge and require in class strategy groups and targeted intervention to accelerate learning. Analysis of inquiry team results and teacher assessments indicated that LT ELL and SIFE students' Literacy abilities hindered their progress in content area work in Science and Math. Students made 1-1.5 years of progress in math but the majority of ELLs have not met performance targets (level 3 or 4). According to running record assessments, the majority of our current SIFE and LT ELL students are reading at a 2nd grade level lower. Further analysis of classroom assessments proved that the SIFE and LT ELL students at all reading levels need more intensive work in the areas of vocabulary acquisition, phonemic awareness, and reading comprehension which will be provided through the RIGOR program and guided reading groups.

The implications of this data for the school's Title III and instruction are to apply all our resources to identify and minimize the academic areas where students struggle and reinforce the areas where students show strengths, so they might demonstrate gains in all academic areas and on all required standardized tests: the ELA, the State Math test and the NYSESLAT.

The patterns across proficiency levels and grades show a clear deficiency in writing and reading. Students also perform weakest in the areas of gathering meaning from written material, vocabulary, grammar, and phonemic awareness. These are patterns that are not particular to this school, but indicative of the academic realities that ELLs in general face. The strongest modalities in this population are listening and speaking. The deficiencies in reading and writing also hinder progress in Science, Social Studies, and Math and students must be provided with rigorous instruction that includes research-based ELL strategies such as differentiated instruction, scaffolded work, and vocabulary instruction. Students

Part B: Direct Instruction Supplemental Program Information

must also receive targeted intervention that will address the needs of specific subgroups such as long term ELLs, SIFE students, and students with disabilities. Students' specific needs will be continuously monitored through assessments and the data will be used to modify classroom instruction and intervention services.

Targeted Intervention Programs

Based on the aforementioned student needs, teachers will provide interventions both within the regular instructional period and during small group intervention.

We use differentiated instruction to address the language needs of these learners, as well as push-in models, literacy classes, and content-area classes. Scaffolded language supports such as sentence starters are used to support language development. Many of our teachers are familiar with students' first language and provide support as needed; the ESL teacher provides English-language support. In addition to the regular instructional program, we also target our ELL population for Saturday Academy and after school programs, in which we reinforce native and English-language skills.

SIFE students receive individualized instruction in class. The teacher provides the student with texts that match the student's literacy level in the native language and in English. The students work on reading, writing, grammar, and vocabulary in class as well as in targeted after school intervention periods. These students also receive supports as they learn the structures and routines of school.

Newcomer ELLs (students in US schools less than 3 years) who are not SIFE are better prepared to do work at grade level in their native language, therefore the plan with these students differs from the plan for the SIFE in the kind of extra instruction they receive. They receive one-on-one instruction and take part in after-school activities with instruction for newcomers geared to maximize English language learning and acquisition. The plan is to have these students utilize their native language skills to aid them in their second language learning so they might be ready to be shifted to monolingual classes after three years of being at our school. Emphasis is put on Reading and Speaking, aided greatly by a focus on phonics, while Listening (using read-alouds and books on tape) and Writing skills are developed concurrently.

Long-term ELLs are placed in monolingual classes because their academic language is more developed in English than in their native language. They are overwhelmingly advanced on the NYSESLAT, and as test records show, their weakest modality is writing. With a view to their successful performance on the NYSESLAT, the students are mandated to attend the extended 37.5 minute afternoon sessions in order to receive support in writing workshop, writing conventions as well as learning test taking techniques. This complements the work that the students do during their ESL push-in and pull-out periods. We plan on helping these students gain the knowledge to pass the NYSESLAT and be proficient in English as soon as possible.

Students with special needs receive services according to their IEP requirements. If they are SIFE

Part B: Direct Instruction Supplemental Program Information

students, they receive the services described above. They (and their parents) also receive counseling services provided by school staff.

MS 324 has implemented an extensive program using the writing workshop format for all ELLs, since they generally show deficiencies in their writing skills. Writing workshop entails students generating multiple drafts of the same project using editing skills to produce a standard final product. Writing Workshops are typical components of ELA and ESL instruction, but in Science and Mathematics an increasing amount of writing and speaking is being required for presentations, and the techniques learned in writing workshops are used for projects in these subjects.

Small Group Intervention

Depending on the academic level of the students, special pull-out periods have been implemented to address the needs of the students. After initial testing, low performing students are enrolled in a program structured to improve reading and writing skills. The monolingual and bilingual Literacy teachers provide targeted interventions for all ELLs after school and on Saturday. These students are selected using Teacher's College Reading Assessments, state test scores, DYO assessments, classroom work, and teacher observations. These intervention programs emphasize reading strategies, vocabulary enhancement, and writing skills. In terms of writing skills development, reading summaries, character descriptions and identification of plot elements are emphasized.

A morning literacy and math program taught by four certified bilingual teachers and one certified ESL teacher for 60 students from October to June will be provided Monday through Thursday from 7:45 am to 8:30 am to provide instruction to increase vocabulary, and the fluidity and automaticity of ELL reading and writing. Title III funds will be used to fund this program.

Based on running records, interim assessment and review of student work, vocabulary, fluency and decoding are areas that ELLs in grades 6-8 have the most difficulty in when reading in English. Based on NYSESLAT results writing is another area of difficulty for ELL students. Reading and writing are the students' greatest areas of need in grades 6-8. The results of the 2011 state math exams and teacher made science assessments indicate that new arrival ELLs lack content area vocabulary skills in English. DYO math assessments and teacher made Science assessments indicate that the majority of ELLs in grades 6-8 lack basic math and science skills need additional instruction to meet more advanced standards. Our ELL SIFE students lack basic math skills as well as native language and target language skills.

A Saturday program will be provided by four teachers from 9:00 am to 12:00 pm for 60 students beginning October and continuing to June. During these 29 Saturday sessions, teachers will provide additional instructional time in math and reading. There will be three classes. Based on review of student work, students need support in reading and English language acquisition, basic math skills and their application to support more advanced mathematical understanding, social studies and science. Title III funds will be used to support this program and the school will also leverage some of its own funds to support the program.

A Tuesday literacy and math intervention program led by 5 teachers will be held from 3:00-4:00 and will

Part B: Direct Instruction Supplemental Program Information

supplement the Monday/Wednesday and Saturday programs. During this time teachers will provide small group instruction in math and reading that will be targeted to students' individual needs. These needs will be identified through ongoing assessments.

Other Intervention Programs

Students who need assistance with reading comprehension, vocabulary, and reading fluency work/decoding and vocabulary receive RIGOR or Rewards intervention. Guided reading groups are held for students who need assistance in reading comprehension and in the acquisition of higher level reading skills and strategies. Students needing assistance in basic math skills participate in Do the Math intervention groups.

Materials

Independent reading books are an essential component of the Title III instructional program for ELLs. Students are assessed throughout the year and as they advance in reading levels they need additional independent reading books. Students' levels range from level D to Z and each student needs a large volume of texts on his/her level in order to gain the skills and knowledge necessary to advance to the next reading level. A greater number and variety of non-fiction texts are needed as students work towards meeting the common core standards. Technology based applications are also an essential component of the Title III instructional program. Ipad applications enhance student learning by providing hands on visuals and individualized interventions. Other intervention materials such as Rosetta Stone, RIGOR, and Do the Math support student learning.

The success of the ELL programs are assessed using a variety of quantitative and qualitative data such as NYSESLAT, ELA, Math, Science and Social Studies Scores; observation data; teacher made assessments; and interim assessments.

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:

Professional Development is held bimonthly to enable our teachers to identify and target the language needs of our students. It is also used to bring instruction in line with the relevant Performance Standards and the new Common Core Standards and practices. The Professional Development group is led by Principal Janet Heller and Assistant Principal Diana Smith. Professional development is provided in collaboration with Math and Literacy Coaches with support from Bank Street College. Included in

Part C: Professional Development

Professional Development are all teachers who teach ELLs, which includes ELA, ESL, Math, Science and Arts teachers in bilingual and monolingual classes.

The literacy coach and Assistant Principal provide ongoing professional development on ESL strategies to support ELL learning for literacy and math bilingual and ESL teachers. Teachers will attend seminars at Bank Street College and in the Continuing Education Department on ELL instructional strategies. The bilingual teachers will visit other schools to observe best practices and attend professional development workshops at these schools.

Teachers of bilingual classes attend professional development along with their monolingual counterpart during common preps, after school and provided by outside resources. Bilingual teachers are expected to provide the same standard based instruction as monolingual teachers. The bilingual science teacher will attend workshops focused on project based learning and will work a consultant from Columbia University who will provide feedback and workshops on content and pedagogy. ESL and Literacy teachers will receive in class support from the literacy coach and Bank Street consultant as they participate in Lab Sites, modeling, demonstration and discussion. Bilingual teachers will participate in study groups using journal articles and books addressing the needs of the ELLs. Planning meetings are held once a week to enable our teachers to identify and target the language needs of our students based on assessment of student work. Also included in Professional Development are all teachers who teach ELLs, which include ELA, Math, Science and Arts teachers.

Professional development will support teachers in providing high quality instruction in students' identified areas of need. Teachers will receive PD on the following topics: strengthening vocabulary in the content areas, developing reading fluency, using guided reading to increase reading comprehension and automaticity, using Words their Way to improve phonological and vocabulary skills and improving student writing in different genres to increase students' acquisition of the English language. Teachers will also receive professional development in the Do the Math basic math skills program, writing in the content area, and interdisciplinary instruction.

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:

The school hosts monthly workshops for parents. In addition to these workshops the school will also host 4 ELL specific workshops and 2 trips to build community and improve students' academic outcomes. The school will host an introduction to middle school workshop where families can learn about ELL program options, school policies, and where they will also be able to meet with teachers to begin to build the school – home community. Families will also be invited to attend workshops on high

Part D: Parental Engagement Activities

school and college. The coaches and teachers will provide a workshop on strategies for improving at home reading. The bilingual coordinator and the parent coordinator will collaborate to target all parents of ELLs and will aim to have a minimum of 20 parents attend each workshop.

The workshops will require chart paper, markers, note cards, and binders for workshop presentations and activities. During the at home reading workshop parents will need post it notes, independent reading books, pens, pencils, and highlighters in order to learn at home reading strategies. All workshops require the use of paper and ink cartridges for the following materials: flyers, agendas, information sheets, copies of reading logs, informational flyers about high school and college, and information sheets about ELL program choices. Each high school and college trip will require metro cards for 20 families and students.

The mission of MS324 is to prepare students for college, work, and citizenship. To support this goal we have college-themed advisories and will take students and families on high school and college trips to expose them to various high schools and colleges and prepare them for college requirements. These trips will be tailored to the needs of our families of students who are ELLs, many of whom are not familiar with the high school and college system in the United States.

MS324 will provide parent leadership workshops throughout the school year. The 18 workshops will be led by Columbia University and will be supported in part by Title III funds. The goal of the workshop series will be to develop parent leadership skills and to develop a team of parents who will become resources to other parents in the community. Parents will learn about empathy/active listening with adolescents, strategies for parent/child interactions, strategies for partnering with teachers, and training on partnering with other parents. This training will ultimately enrich students' school experience as the home-school connection is a key factor in long term student success. The parent coordinator will also participate in the workshops.

All workshops are presented in both English and Spanish. Parents are notified of the workshops via backpacked fliers, phone calls, school messenger, and teacherease email.

IDEA, T1SWP, FSF, ARRA will be used to fund personnel to support parent workshops and conduct parent outreach: school aid, social worker, parent coordinator, guidance counselor

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"> • Per session • Per diem 		

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.
Purchased services <ul style="list-style-type: none">High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">Must be supplemental.Additional curricula, instructional materials.Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		