



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : MS 326

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 06M326

PRINCIPAL: SHARON WEISSBROT, MA CCC/SLP **EMAIL:** SWEISSBROT@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
Sharon Weissbrot	*Principal or Designee	
Nicole Zernone	*UFT Chapter Leader or Designee	
Aracelis Caduco	*PA/PTA President or Designated Co-President	
Sylvia Gonzalez	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Rosemary Mutiva	Member/Teacher	
Mark Gil	Member/Teacher	
Daisy Goins	Member/Parent	
Juliana Reyes	Member/Parent	
Martha Castro	Member/Parent	
Ana Ortiz	Member/Parent	
	Member/	

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

- By June 2012, the number of students achieving Level 3/4 on the NY State ELA test will increase by 3%

Comprehensive needs assessment

- Based on the NYC Progress Report, 13.7% of the student population scored on grade level on the ELA test in 2011 which was an increase of 2% over 2010 results. The eighth grade had the lowest number (10%) of students performing on grade level in ELA and witnessed a decrease of 3% of levels 3/4 over 2010 levels. Demographically, our school is about 47% ELL and we had about 50 SIFE students in 2011 which impacts on our performance results. There was a large percentage of students who took the ELA test for either the first time or the second time. The State Accountability Report in 2011 identified MS 326 as being in School Improvement Year 1 as a result of our failure to meet AYP in ELA for all students.

Instructional strategies/activities

- Professionally develop teachers through study of selections from Danielson's Teaching Frameworks on effective practices in the classroom
- Frequent cycles of informal and formal observations of teachers
- Cabinet will provide quality feedback to teachers in specifically prioritized areas of quality instruction.
- Implementation of a school based option for one 37.5 period for group meetings of ELA teachers to discuss content and increasing rigor in the classrooms.
- Elimination of homerooms which allows ELA teachers to collaborate on a daily basis on effective practices in the classroom and to create units of study which are more rigorous.
- Teaching assignments ensure equal access to ELA instruction for all bilingual and special education students.
- Use of non-fiction and fiction materials in the classroom.
- Less rigorous fiction materials have been moved to a lower grade or eliminated.
- After school and Saturday Academy ELA support for struggling students.
- Use of Achieve 3000 with struggling students.
- These activities will last from September 2011 through June 2012.

Strategies to increase parental involvement

- Provide 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 workshops to parents to help them navigate the school system and to support them in learning English.

- Actively involve and engage parents in the planning, review and the valuation 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
- The Parent Coordinator or a designated person 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

Strategies for attracting Highly Qualified Teachers (HQT)

- Hiring of AUSSIE trainer to work with the ELA teachers
- Frequent visits to the classrooms with feedback to teachers
- Connections with Columbia University to provide professional development for special education, math, and science teachers
- Hiring of an ELA coach.
- The NYC Progress Report grade of A for the past four years helps maintain our highly qualified teachers and attract highly qualified teachers.
- All teachers are highly qualified and we do not have any teachers teaching out of license.

Service and program coordination

- We consolidated Federal, State and local funds to support our programs.

Budget and resources alignment

- Use of Title I funds to hire an AUSSIE trainer for the ELA teachers.
- Use of Title III and 21st Century grant funds to support after school programs in ELA for struggling students
- Use of SIFE grant to fund an after school program.
- Use of FSF to reduce class size by having a second teacher in inclusion programs for special education.
- Use of FSF to hire two ESL teachers to support learning in the classrooms and meet State mandates for ELL's.

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

By June 2012, all students will be engaged in a unit of study aligned to the Common Core Learning Standards (CCLS) in both ELA and Math.

Comprehensive needs assessment

- Students need to be exposed to the common core type of lessons in preparation for the implementation of these standards in 2014. Teachers across the grade and across the content areas need to implement these lessons and then discuss the results during collaborative meetings. Since these units of study are more rigorous in nature, it is expected that the students will be engaged in instructional activities that will prepare them for the standardized tests.

Instructional strategies/activities

- Professionally develop teachers through study of selections from Danielson's Teaching Frameworks on effective practices in the classroom
- Frequent cycles of informal and formal observations of teachers.
- Cabinet will provide quality feedback to teachers in specifically prioritized areas of quality instruction.
- Implementation of a school based option for one 37.5 period for group meetings of ELA and Math teachers to discuss content and increasing rigor in the classrooms.
- Elimination of homerooms which allows teachers to collaborate on a daily basis in respective content areas on effective practices in the classroom and to create units of study which are more rigorous.
- Teaching assignments ensure equal access to ELA and Math instruction for all bilingual and special education students.
- Use of non-fiction and fiction materials in the ELA classroom.
- Less rigorous fiction materials have been moved to a lower grade or eliminated in ELA classes.
- After school and Saturday Academy ELA and math support for struggling students.
- Use of Achieve 3000 with struggling students.
- Ongoing interim assessments in both ELA and math to monitor student performance
- These activities will last from September 2011 through June 2012

Strategies to increase parental involvement

- Provide 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 workshops to parents to help them navigate the school system and to support them in learning English.
- Actively involve and engage parents in the planning, review and the valuation 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
- 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 maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend 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

Strategies for attracting Highly Qualified Teachers (HQT)

- Hiring of AUSSIE trainer to work with the ELA teachers
- Frequent visits to the classrooms with feedback to teachers
- Connections with Columbia University to provide professional development for special education teachers
- Participation in NYC Math pilot and ongoing training by IFL for math teachers
- Hiring of a Math and an ELA coach
- The NYC Progress Report grade of A for the past four years helps maintain our highly qualified teachers and attract highly qualified teachers.
- All teachers are highly qualified and we do not have any teachers teaching out of license.

Service and program coordination

- We consolidated Federal, State and local funds to support our programs.

Budget and resources alignment

- Use of Title I funds to hire an AUSSIE trainer for the ELA teachers.
- Use of Title III and 21st Century grant funds to support after school programs in ELA for struggling students
- Use of SIFE grant to fund an after school program.
- Use of FSF to reduce class size by having a second teacher in inclusion programs for special education.
- Use of FSF to hire two ESL teachers to support learning in the classrooms and meet State mandates for ELL's.
- Participation in IFL trainings paid by the NYC pilot.

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

By June 2012, the number of sixth grade students achieving a level 3 or above in math will increase by 3% over 2011 level of 30%.

Comprehensive needs assessment

- A review of standardized test data revealed that our sixth graders achieving a level 3 or above on the math test was 30% which was an increase over 2010 levels. However, the sixth graders lag sufficiently behind the seventh and eighth grades in this area. While we met AYP and are in good standing in math as far as the State is concerned, there is a need to improve the performance levels of the sixth graders.

Instructional strategies/activities

- Professionally develop teachers through study of selections from Danielson's Teaching Frameworks on effective practices in the math classroom
- Frequent cycles of informal and formal observations
- Cabinet will provide quality feedback to teachers in specifically prioritized areas of quality instruction.
- Implementation of a school based option for one 37.5 period for group meetings of math teachers to discuss content and increasing rigor in the classrooms.
- Elimination of homerooms which allows math teachers to collaborate on a daily basis on effective practices in the classroom and to create units of study which are more rigorous.
- Teaching assignments ensure equal access to math instruction for all bilingual and special education students.
- Before and after school and Saturday Academy math support for struggling students.
- Ongoing interim assessments to track student progress.
- Use of AIS teacher to reduce class size in the sixth grade math classes.
- Use of Impact Math and other materials to support learning of students with different entry points.
- Use of smartboard technology to engage students in learning.
- These activities will take place between September 2011 and June 2012.

Strategies to increase parental involvement

- Provide 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 workshops to parents to help them navigate the school system and to support them in learning English.
- Actively involve and engage parents in the planning, review and the valuation 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
- The Parent Coordinator or a dedicated staff person 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.

Strategies for attracting Highly Qualified Teachers (HQT)

- Frequent visits to the classrooms with feedback to teachers
- Connections with Columbia University to provide professional development for special education teachers
- Participation in NYC Math pilot and ongoing training by IFL for math teachers
- Hiring of a Math coach
- The NYC Progress Report grade of A for the past four years helps maintain our highly qualified teachers and attract highly qualified teachers.
- All teachers are highly qualified and we do not have any teachers teaching out of license.

Service and program coordination

- We consolidated Federal, State and local funds to support our programs.

Budget and resources alignment

- Use of Title III and 21st Century grant funds to support after school programs in math for struggling students
- Participation in NYC DOE pilot Common Core pilot program which pays for IFL training.
- Use of SIFE grant to fund an after school program.
- Use of FSF to reduce class size by having a second teacher in inclusion programs for special education.
- Use of FSF to hire another math teacher to reduce class size in sixth grade.

ANNUAL GOAL #4 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 #4

By June 2012, school wide attendance will increase to 90% YTD from 2010 levels.

Comprehensive needs assessment

- Based on data from the 2011 Progress Report, attendance rate was 89.9% which was a fractional increase over the 2010 level of 89.5%. Improving attendance is critical for increased student outcomes. MS 326 has been hovering at 89% for the last three years and needs to be 90% or better.

Instructional strategies/activities

- Professional Development for staff on mandated reporting and attendance procedures
- Weekly Attendance meetings to target students
- Weekly analysis of attendance data
- Attendance teacher and parent coordinator work together on parental outreach
- Guidance Counselor and Social Worker work with high risk students

Strategies to increase parental involvement

- Provide assistance to parents in understanding city attendance requirements.
- Sharing information about school and parent related programs, meetings and other activities in a format and in languages that parents can understand.
- Providing workshops to parents to help them navigate the school system and to support them in learning English.
- Actively involve and engage parents in the planning, review and the valuation 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
- The Parent Coordinator or a dedicated staff person 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.

Strategies for attracting Highly Qualified Teachers (HQT)

- Professional Development for Guidance Counselor and Social Worker
- Connections with Columbia University and other institutions of teacher preparation
- Maintaining an A on the Progress Report which attracts highly qualified teachers The NYC Progress Report grade of A for the past four years helps maintain our highly qualified teachers.
- All teachers are highly qualified and we do not have any teachers teaching out of license.

Service and program coordination

- We consolidated Federal, State and local funds to support our programs.

Budget and resources alignment

- Use of Title III and 21st Century grant funds to support after school programs in math and ELA for struggling students
- Participation in NYC DOE pilot Common Core pilot program which pays for IFL training for math teachers
- Use of SIFE grant to fund an after school program.
- Champs program to improve attendance through after school physical education.
- Establishment of a basketball team in which participation is based on student performance and attendance.
- Use of FSF to reduce class size by having a second teacher in inclusion programs for special education.
- Use of FSF funds to support a music appreciation program from Wingspan
- Grant from City Councilman Jackson for Alvin Ailey to provide dance instruction after school

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	60	60	0	0	0	0	50	0
7	60	40	0	0	0	0	50	0
8	80	40	20	0	0	0	30	0
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	Small group instruction, one to one tutoring during the school day, before and after school and Saturdays using Achieve 3000, readings in the content areas.
Mathematics	Small group instruction and one to one tutoring during the school day, before and after school and Saturdays using materials from Options
Science	Small group instruction after school for students using materials from GE grant to improve student performance.
Social Studies	
At-risk Services provided by the Guidance Counselor	
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	Small group and one to one sessions using guidance materials for at risk students during the school day.

At-risk Health-related Services

MS 326 in conjunction with the Columbia Presbyterian Hospital maintains a fully equipped medical and dental clinics which address the health needs of the students. HIPPA laws prevent the hospital from disclosing their case load.

MS 326 PARENT INVOLVEMENT POLICY (PIP)

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 (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend 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, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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: 06M326

School Name: Writers and Leaders of Tomorrow

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.
 - During the SY 2010-2011, our student population was close to 47% ELL with more than 60% of these students sitting in an English Language School for less than three years. This factor manifested itself in a large number of students taking the ELA exam for the first or second time which resulted in the majority of these students scoring a level 1 or a level 2 on the ELA exam.
 - Additionally, close to 33% of the ELL population are newly arrived non-English speaking students with interrupted formal education (SIFE) who are placed on grade level when they arrive in our school but have not attended school on a regular basis in their home country. These students have limited linguistic skills in both their Native Language as well as their second language.
 - The majority of our sixth grade students articulate into our school from three specific feeder schools and all three schools failed to meet their AYP in 2011. Of the three main feeder schools, two schools are in Restructuring (advanced) Comprehensive for ELA and the third school was identified as Improvement Comprehensive Year One for ELA. In addition, we get a few students from another elementary school two blocks away from our building which has also been identified as Restructuring (advanced) Comprehensive for ELA in 2011.
 - According to the NYC Progress Reports, our peer index was 2.07 for the 2011-2012 school year which means that the average student in our school was barely a level 2 on the ELA exam in fourth grade. Coupled with over 95% of the students receiving free lunch and the fact that most of the parents do not speak English at home, our students face an uphill battle to score a level 3 or higher on the ELA test. However, it is important to note that the median score was 2.42 on the 2011 ELA score which reflects that the fact that we have made progress in closing the achievement gap with these students but failed to make AYP.
 - The 2011 ELA exam was more rigorous exam than in previous years which required students to read longer selections and answer questions that required thinking and writing extended responses. For many of our students, both Hispanic and non-Hispanic, these tasks were challenging. The raising of the cutoff scores also pushed many students who had previously scored a level 3 into a level 2.
 - Our eighth grade class did not perform as well as they did in 2010. Partially, this was due to a large number of students with chronic poor attendance in the grade. Furthermore, the eighth grade ELA teacher took a leave of absence prior to the exam due to health reasons. It is also important to note that, historically, the majority of the students in the eighth grade were level 2 prior to 2011 when the ELA test was less rigorous. With the increased rigor and the change in the cutoff scores, many of these students remained a level 2.

- Most of our ELA teachers have been teaching ELA for less than four years. In the school year 2010-2011, we hired an AUSSIE trainer to support these teachers but due to a serious illness, the trainer had to resign after a few sessions. A replacement was hired in February 2011.

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

We have implemented a number of programmatic as well as curriculum interventions which are designed to support improved achievement in ELA across all grades and all sub-groups. They are as follows:

- As opposed to one ELA teacher teaching the bilingual classes in all three grades, all English Language Arts (ELA) teacher teach the bilingual class on their grade which ensures that bilingual students have equal access to the same ELA curriculum as their non-bilingual peers.
- The literacy coach is teaching two classes of the neediest students in the seventh and eighth grades.
- The ELA teachers have been assigned to grade level programs based on student achievement results and observations of classroom instruction and quality practices.
- Students are now receiving 90 minutes of instruction in ELA on a daily basis through the elimination of homerooms.
- The use of circular six provisions have resulted in teachers collaborating with each other every day to plan rigorous ELA curricula aligned to the common core and to discuss quality practices in the English language classrooms.
- In addition to the NYC Acuity tests which are administered to students at various times during the school year, we are administering a written assessment every six to eight weeks that is more rigorous and require students to respond to extended responses based on non-fiction and fiction materials.
- AUSSIE trainer is working with ELA teachers in the classroom and meeting with teachers
- We will be implementing parent workshops in English as a Second Language.
- As a supplemental program, SIFE students and other students will be using ACHIEVE 3000 after school to address their instructional needs in English Language Arts.

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.

- The 10 percent of the Title I funds are being used to hire an AUSSIE trainer to work with the ELA teachers in the classroom to help improve the quality of instruction and improve student achievement on standardized tests.

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

- AUSSIE trainer is working with the ELA teachers.
- ELA teachers collaborate on a daily basis with the ELA coach and the administration

- Teachers meet in collaborative teams on a daily basis to look at student work and to discuss quality practices.
 - Conversion of one 37.5 period into PD session
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.
- MS 326 will notify parents about the school's identification for school improvement in the following ways:
 - Letters will go out to parents in a language that the parents about the school's identification for school improvement.
 - Principal will meet with the School Leadership Team to discuss the school's identification.
 - Information will be presented to the parents at the next Parent's Association Meeting.
 - Parent Coordinator will be provided with extra copies of the letter informing parents of the school's failure to reach AYP for 2011.

**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 Jose Ruiz/Lawrence Block	District 06	Borough Manhattan	School Number 326
School Name Literary Arts Academy			

B. Language Allocation Policy Team Composition [?](#)

Principal Sharon Weisbrot	Assistant Principal Angel Ortega
Coach type here	Coach type here
ESL Teacher Juli Kreichman/ESL	Guidance Counselor type here
Teacher/Subject Area Nigeri Geter/ELA	Parent type here
Teacher/Subject Area type here	Parent Coordinator Iris/Nunez
Related Service Provider type here	Other type here
Network Leader Larry Block	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	7	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	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	322	Total Number of ELLs	131	ELLs as share of total student population (%)	40.68%
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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. 

1) A licensed pedagogue, (usually the ELL Coordinator, or licensed ESL teacher) conducts the HLS oral "informal" interview in the parents native language and completes the HLS Form which is offered in the preferred language of the parent or guardian. If the interview and HLS criteria indicate that English is not the child's home language, the child is scheduled to take the LAB-R within ten days of his/her registration. The LAB-R and or Spanish LAB are given by the ELL Coordinator, or a licensed ESL or ELA teacher. If a child's home language is Spanish he/she is also given the Spanish LAB within the first 10 days in order to ascertain functional abilities in that language. LAB tests are hand-scored to provide immediate data and answer grids also submitted to the Regional Assessment Coordinator at specified times of the year as per the DAA memorandum regarding the LAB-R testing. Based on HLS survey and subsequent results, a parent receives either an Entitlement or Non-Entitlement letter in their preferred language. All parents with students entering school after our (September) New Student ELL Orientation group sessions, are invited to a one-on-one Parent Orientation with the ELL Coordinator and Parent Coordinator where they are shown the EPIC Parent Orientation Video in their language of choice and given a copy of the EPIC Parent Brochure in their language of choice. After a discussion about the three placement options, (TBE, ESL and DL) the child is placed in the appropriate program based on the parent's response to the Parent Survey/Program Selection form. If a child is a "first time admit" to the NYC system (as identified by RLER Report on ATS) and their HLS survey indicates that the home language is "other than English" based on the HLS criteria, students are given the LAB-R and Spanish Lab within 10 days of registration. Entitlement and Non-entitlement letters are sent out in the parent's preferred language. All parents/guardians receiving entitlement letters are invited to our ELL New Student Orientation sessions in September where the EPIC Parent Video is shown in the appropriate language(s), and the EPIC brochures are distributed. All three placement options are discussed (TBE, ESL and DL) and Parent Survey/Program Selection Forms are completed. Students are placed according to parent choice indicated on the Program Selection forms. If parents do not attend, or will not submit a completed Parent Survey/Program Selection Form, students are placed in our TBE Program and a Placement Letter is mailed to the Parent or Guardian. Completed originals of the HLS and Parent survey/program Selection form are put in the child's school record and a copy is also placed on file in the ELL Binder held by the Principal or ELL Coordinator. There is always a Spanish speaking pedagogue made available to meet with parents during this process. Mr. Morales, a spanish-speaking teacher certified in both Reading and Common Branch is primarily responsible for the HLS and most of the intake process. Sometimes the ELL Coordinator Ms. Kreichman will handle the process with translation help from either the Parent Coordinator or another Spanish speaking pedagogue. Ms Kreichman is a licensed Administrator and ESL teacher. All EPIC forms are offered to parents in Spanish. If the parent speaks a language other than Spanish, forms are presented in that parent's language. If a parent needs the support of a translator one is called by MS 326 and provided by the DOE. The LABR is administered by the ELL Coordinator and the Spanish LAB is given by our Bilingual Resource Room Teacher who is certified in Special Education with a Bilingual Extension.

Based on spring NYSESLAT scores, Continued Entitlement and Non Entitlement/Transition Letters are sent via post to all parents during the month of September. A copy of these letters are kept on file in the ESL Binder. Parent Survey and Program Selection forms are collected throughout the year either at one-on-one Parent Orientation meetings, or ELL New Student Orientation meeting(s). Efforts to collect any missing forms are on-going and are conducted by ELL and Parent Coordinators. All students identified as ELLs as

per the RLER ATS Report are given the NYSESLAT. MS 326 ELL Coordinator and Testing Coordinator work together to ensure that all four parts of the NYSESLAT are taken by each child. We are well organized and produce lists of all children missing any section of the test so they can be pulled out for make-up sessions prior to submission deadline.

Students who attended MS 326 the previous year and are entitled to ESL services based on the most current NYSESLAT results, remain in the same program as the previous year unless a program change is requested by the parent and a new Program Selection Form is completed.

100% of our Spanish-speaking “newcomer” parents (first time ever in a US, or English speaking school) choose our Spanish TBE program. Parents of newcomer non-Spanish ELLs (which make up less than 10% of our ELL population) choose Freestanding ESL 100% of the time. Parents with students who are ELLs but have been in Free Standing ESL classes in previous schools always choose our Freestanding ESL option.

MS 326 program models are aligned with parent requests. Newcomer parents demand Bilingual programs which we provide with our Spanish TBE model. Non-spanish speaking ELL parents prefer immersion with ESL support which we provide as per the State Mandate. Very few parents indicate interest in a Dual Language program however MS 328 (with whom we share our building) offers a Spanish Dual Language program which we are able to refer to any parents who express an interest.

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 checked="" 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	To t#
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							13	27	30					70
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In							23	22	30					75
Total	0	0	0	0	0	0	36	49	60	0	0	0	0	145

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	131	Newcomers (ELLs receiving service 0-3 years)	67	Special Education	26
SIFE	34	ELLs receiving service 4-6 years	30	Long-Term (completed 6 years)	32

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	53	22	0	2	2	0	0	0	0	55
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	15	2	3	27	5	12	34	1	11	76
Total	68	24	3	29	7	12	34	1	11	131

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

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							15	28	32					75
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	15	28	32	0	0	0	0	75

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	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

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							20	22	27					69
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1		1					2
Haitian							1		1					2
French							1							1
Korean														0
Punjabi														0
Polish														0

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
Albanian														0
Other									1					1
TOTAL	0	0	0	0	0	0	23	22	30	0	0	0	0	75

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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?

1) MS 326 has three TBE classes, one on each grade level (6,7,8). TBE students receive 5 periods per week (45 minutes each period) of ungraded, homogeneously leveled ESL instruction with a licensed ESL teacher. These classes are leveled B-Beginner, I-Intermediate A-Advanced according to most current NYSESLAT scores. "Freestanding" ESL recipients, or "monolingual ELLs" receive ESL instruction via a co-teaching/ Push-in model with one licensed Literacy teacher and one licensed ESL teacher. MS326 Monolingual ELLs receive the state mandated amounts of ESL based on their most current NYSESLAT level. ELA is provided to Advanced and Intermediate TBE students by a licensed Literacy teacher 5 periods per week on grade level with pull-out being provided by a licensed ESL teacher to all Newcomer and Beginner students during those periods.

2a) Our programming allows enough flexibility for ESL teachers to use push-in, pull-out, small-group and whole-class instruction at different times to meet the needs of different ELL sub-groups. For example, some pull-outs may consist of Newcomers while other's may focus on those students nearing proficiency. While some TBE ELLs might be meeting on grade level, a ungraded SIFE group may meet with our Bilingual SETTS instructor for the RIGOR program. In our ESL program teachers are also afforded the flexibility to have students remain with their entire grade-level cohort, or if the task is appropriate, be pulled out in a small group setting for scaffolding, or differentiated instruction in order to complete a prescribed writing or reading task. ES: teachers are programmed and students are grouped so the maximum number of students of the same NYSESLAT level can be grouped for pull-out and push-in.

2 b) Students in our ESL Program receive support via ESL push-in or pull-out during Literacy and/or Social Studies classes. Students are

A. Programming and Scheduling Information

serviced as per the NY State mandate based on current NYSESLAT scores (B= 360, I=360, A=180). All TBE ELLs receive a minimum of 10 periods of ESL/ELA instruction by a licensed ESL and/or ELA teacher per week. TBE students who are taking the ELA Exam receive 5 periods of leveled ESL and 5 Periods of ELA per week. Newcomers receive 10 periods of ESL per week. Each grade level TBE class also receives an additional 1-2 periods of whole-class grade-level ESL instruction per week. Students in our TBE program receive NLA instruction five periods per week by licensed NLA/Spanish teacher. All monolingual ELLs receive Spanish by a licensed NLA/Spanish teacher in both 6th and 7th grade. Students are given Running Records on a regular basis to ascertain students Fountas and Pinnell reading levels and drive instruction.

3) All three TBE classes receive NY State mandated amounts of Math, Science and Social Studies delivered by licensed content area instructors with bilingual certifications using the TBE language model as prescribed. Teachers across the content area utilize various ELL methodologies and scaffolds to advance language learning while students acquire content specific knowledge. Materials for TBE ESL classes includes various teacher created materials and realia. Teachers have been trained on Smartboard technology and create many lessons utilizing this visual tool. MS 326 has many high-interest books on tape to develop listening and reading skills. Classes also may use various ESL series such as "Visions", "Milestones", or "Keys to Learning". We also use QuickReads and Great Leaps in our TBE and ESL classes to build fluency. RIGOR is implemented with several Newcomer and SIFE Groups in both English and Spanish. In addition, ESL and TBE use Achieve 3000 to focus on non-fiction texts and build writing skills through scaffolded reading tasks. Achieve 3000 offers partial or complete support in Spanish for students requiring native language support. Our classroom libraries all have Spanish-English Dictionaries and always contain a selection of independent reading titles in Spanish. The majority of ELLs in our ESL program are not literate in Spanish, so native language support is usually not helpful. However students who have recently transitioned from our TBE program and students with strong literacy skills in Spanish receive native language support for their Math, Science and Social Studies classes from our NLA/Spanish teacher during their regularly scheduled NLA/Spanish class periods and in a smaller group setting during "intervention", after school or on Saturdays. ESL teachers provide content area support for ELLs through various after school, before school and Saturday programs offering extra help for ELLs in Science, Math and Social Studies. ESL teachers also offer flexibility in push-in programming when possible to afford students extra help with specific projects in content area subjects such as Social Studies Exit Projects, and Science Fair Research.

4) All Newcomer ELLs in our TBE program receive the LAB in Spanish which is hand-scored. Results from Spanish LAB is provided to our NLA instructor to help drive instruction and provide a baseline assessment for native Language proficiency. TBE students are given the ELE standardized Spanish aptitude test each spring. Interim content area tests are given in the native language when appropriate as are various writing assessments for Social Studies, Science and Math. NLA materials and tasks are aligned to our ELA curriculum and Common Core standards which promote rigorous high-level thinking, questioning, non-fiction reading, persuasive writing and speaking tasks. NLA and ESL instructors look at student writing in their native language on a regular basis during daily Literacy Team meetings in order to assess advancement and monitor understanding.

5a) SIFE students receive targeted instruction using the RIGOR program in Spanish and/or English as per our 2010-2011 and 2011-2012 SIFE Grants during the 37.5 minute "Intervention" period, or during our after school and Saturday programs. SIFE students also have the opportunity to work in both English and Spanish through our Achieve 3000 program which is based on leveled non-fiction readings and associated writing tasks with benchmark assessments.

5b) Newcomers and Beginners are pulled out in small groups during whole-class ELA instruction and taught by a licensed ESL teacher. Newcomers and Beginners also receive leveled ESL classes 5 days a week that allow instructional approaches and materials to be targeted specifically to student language acquisition needs. Newcomers and Beginners use a variety of authentic instructional materials and the Pearson "Milestones" and "Visions" series as well as "Quickreads" and "Q Reads" to help boost reading fluency. Students are continually assessed using quantitative and qualitative data to monitor progress alter students grouping and drive instruction.

5c) TBE ELLs with 4-6 years of service receive leveled ESL instruction daily. In addition, these students receive 5 periods of ELA instruction with a licensed Literacy teacher utilizing the same materials as our monolingual population that are scaffolded for ELL accessibility. "Great Leaps" and "Quick Reads" programs are used during small group sessions to boost fluency as is "Time for Kids" and various teacher created materials for scaffolding the ELA curriculum. ELLs in this subgroup have the opportunity to join our Achieve 3000 after school and Saturday program in order to further support grade level reading, overall fluency and higher order thinking strategies through non-fiction subject matter.

A. Programming and Scheduling Information

5d) The majority of our Long Term ELLs are in our “monolingual classrooms” and receive push-in ESL support during Literacy and Social Studies using a co-teaching model (ESL Teacher and Content area teacher). Push-in allows ESL teacher to assist student learning by creating individualized scaffolds and differentiated strategies that allow students struggling toward proficiency to move toward grade level reading standards and help with the writing process and vocabulary development. LTEs also receive NYSESLAT test prep opportunities afterschool and on weekends.

6) ELL-SWDs are serviced via their IEP and the NY State mandate based on most recent NYSESLAT levels. These ELLs receive instructional support using various ELL and Special Ed strategies, scaffolds and interventions including Wilson and Rewards Programs

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)	Dual Language	Freestanding ESL
100%	100%	100%	100%
75%	75%	75%	75%
50%	50%	50%	50%
25%	25%	25%	25%
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English

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?

8) In our TBE program support is provided in the native (Spanish) language in all content areas to provide content accessibility for all language levels. All TBE content area teachers are provided with Professional Development regarding ELL support through scaffolds, differentiation and vocabulary development. Our Monolingual ELLs receive push in support during both ELA and Social Studies. ESL teachers are available before school, after school and on Saturday for extra help and through various Title III and grant funded programs including RIGOR and Achieve 3000, Science and Math. All extra help, after school and Saturday Academy programs are provided in both English and Spanish.

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14) Native language support is provided in accordance with State Mandate in increasing amounts based on student level. As students increase in English proficiency English language use is increased. Native language support however is never eliminated totally. All TBE students receive five periods per week of NLA instruction. Many Monolingual ELLs also receive NLA/Spanish from our licensed Spanish Teacher.

15) ELL Coordinator, ESL Teachers, content area teachers, Counselors and coaches meet with publishers and receive various PD and workshops regarding child development and language acquisition theory in order to make lessons age and grade appropriate and to choose materials and programs that are also appropriate for student's age and grade level. Age and grade level issues are discussed at ESL/Bilingual Team meeting as well as weekly Inquiry team meetings, ELA meetings and DOE PD days.

16) MS 326 hosts an open house night for all perspective and incoming ELL students in the Spring of each year. ELLs and their parents are welcome and all materials are provided in Spanish.

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

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

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

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.

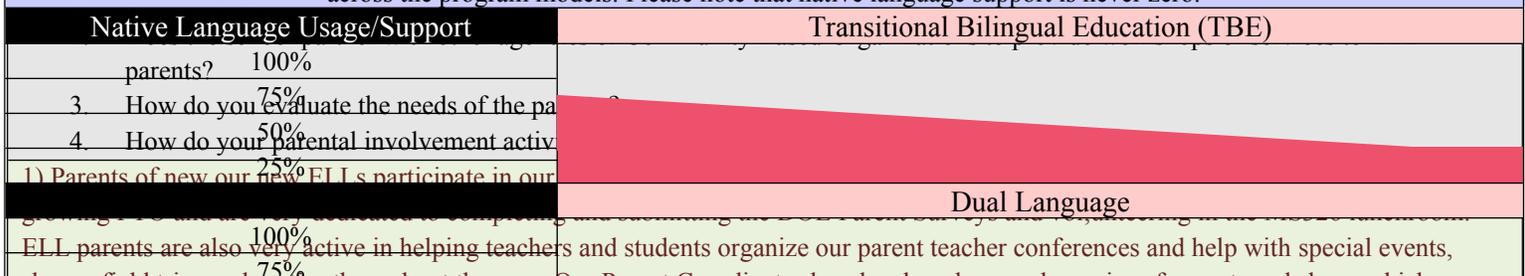
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2) School leadership provides constant staff support through programming that allows us to meet and plan on a regular basis and through numerous opporunties for PD and training. Adminstration also provides constructive feedback on lesson planning and classroom instruction. 8th grade students are provided with opportunities to work indivisually with our bilingual guidenace counselors who will personally assist them in the high school articulation process. The Guidance Counselor also offers whole-class workshops in Spanish and English to both 6th and 8th grade students regarding the transition process. In addition, our Parent Coordinator hosts workshops in Spanish that address transicioning to middle school and the high school arttication process. Staff Guidance Counselors receive numerous PD on various subjects specific to ELLs and our entire school population.

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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.



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?

1) Parents of new our new ELLs participate in our September ELL Orientation(s). Our ELL parents have become a strong presence in our growing PTO and are very dedicated to completing and submitting the DOE Parent Surveys and volunteering in the MS326 lunchroom. ELL parents are also very active in helping teachers and students organize our parent teacher conferences and help with special events, shows, field trips and parties throughout the year. Our Parent Coordinator has developed a popular series of parent workshops which provide current information on various parenting and health issues including abuse, breast cancer, special education evaluation and the High School application process. All workshops and parent programs are offered in both Spanish and English.

2) MS 326 partners with several CBOs including Columbia Presbyterian Hospital which facilitates our health and dental clinic. The 21st Century Program provides bilingual after school content area programs and Beacon Arts and Sports also offers Spanish language programming for kids and families on Saturdays. School funds are also used for native language translation for our HLS parent interview process, parent informational materials particularly for our non-Spanish ELLs. Last Year MS 326 provided a Parent ESL Class on evenings and Saturdays for the parents of our SIFE and Newcomer ELLs. We hope to continue and expand this program again this year with the support of the 2011-2012 SIFE/LTE Grant.

3) ELL Parents participate in the NYC DOE Parent Survey annually. Parents also complete brief questioners provided by CBO's and at the end of school workshops.

4) Our parent programs take place within the community and are all offered in Spanish. MS 326 Parent Coordinator has a close working relationship with many of our ELL parents some of which are active in the PTO and uses both formal and informal feedback to drive future parent programming.

B. Programming and Scheduling Information--Continued

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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

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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.

1) Mandatory monthly grade- level meetings are held for all teachers, coaches and administrators. Grade level meetings focus on curriculum development, school-wide themes, materials selection and content pacing issues. Time is always allocated to discuss issues specific to our ELL population. ESL and ELA teachers meet on a daily basis to get training and look at student work. These meetings offer mini-instructional workshops in lesson planning, effective classroom management strategies and questioning techniques with a focus on student writing. Issues pertaining to our ELL population are discussed at every meeting. All MS 326 teachers are encouraged to attend UFT, BEATC and Network workshops outside the building such as QTEL, "Differentiating Instruction for ELLs" and "Effective ELL Writing Strategies". Content area workshops specific to issues that pertain to ELLs and Bilingual Education are also provided for our Math, Social Studies and Science teachers. In the last year ESL, and Bilingual teachers have received: 15 hours of SmartBoard training, a day-long SIFE/RIGOR conference and Achieve 3000 all-day professional development. The ELL Coordinator attends most BEATC and OELL trainings and PDs as well as many Network offerings pertaining to ELL's and ESL across the content areas. ALL MS 326 staff and faculty including counselors, paraprofessionals, special education teachers, speech therapist and our Parent Coordinator attend our PD sessions during mandated DOE PD days in September on Election Day and in June. In addition all of these staff members attend Network PD sessions specific to their area of expertise.

2) School leadership provides constant staff support through programming that allows us to meet and plan on a regular basis and through numerous opportunities for PD and training. Administration also provides constructive feedback on lesson planning and classroom instruction. 8th grade students are provided with opportunities to work individually with our bilingual guidance counselors who will personally assist them in the high school articulation process. The Guidance Counselor also offers whole-class workshops in Spanish and English to both 6th and 8th grade students regarding the transition process. In addition, our Parent Coordinator hosts workshops in Spanish that address transitioning to middle school and the high school articulation process. Staff Guidance Counselors receive numerous PD on various subjects specific to ELLs and our entire school population.

3) The minimum 7.5 "Jose P" hours for all staff takes place during mandatory PD days as well as during faculty conferences. Last year we held a full-day PD for the entire staff which covered classroom management and differentiation strategies for ELLs and SWDs. This June we will hold two half-day sessions led by the ELA/Bilingual AP which will cover writing strategies for ELLs and SWDs. Teachers and staff who attend these meetings use a sign-in sheet which is kept on file along with PD materials.

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?

1) Parents of new our new ELLs participate in our September ELL Orientation(s). Our ELL parents have become a strong presence in our growing PTO and are very dedicated to completing and submitting the DOE Parent Surveys and volunteering in the MS326 lunchroom. ELL parents are also very active in helping teachers and students organize our parent teacher conferences and help with special events, shows, field trips and parties throughout the year. Our Parent Coordinator has developed a popular series of parent workshops which provide current information on various parenting and health issues including abuse, breast cancer, special education evaluation and the High School application process. All workshops and parent programs are offered in both Spanish and English.

2) MS 326 partners with several CBOs including Columbia Presbyterian Hospital which facilitates our health and dental clinic. The 21st Century Program provides bilingual after school content area programs and Beacon Arts and Sports also offers Spanish language programming for kids and families on Saturdays. School funds are also used for native language translation for our HLS parent interview process, parent informational materials particularly for our non-Spanish ELLs. Last Year MS 326 provided a Parent ESL Class on evenings and Saturdays for the parents of our SIFE and Newcomer ELLs. We hope to continue and expand this program again this year with the support of the 2011-2012 SIFE/LTE Grant.

3) ELL Parents participate in the NYC DOE Parent Survey annually. Parents also complete brief questionnaires provided by CBO's and at the end of school workshops.

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4) Our parent programs take place within the community and are all offered in Spanish. MS 326 Parent Coordinator has a close working relationship with many of our ELL parents some of which are active in the PTO and uses both formal and informal feedback to drive future parent programming.

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)							9	23	21					53
Intermediate(I)							14	9	24					47
Advanced (A)							14	15	11					40
Total	0	0	0	0	0	0	37	47	56	0	0	0	0	140

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKIN	B							3	7	6				

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
G	I							3	6	16				
	A							19	12	14				
	P							7	11	15				
READING/ WRITING	B							5	13	15				
	I							14	8	23				
	A							11	13	11				
	P							2	2	1				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	16	8	2	0	26
7	20	10	1	0	31
8	20	19	1	0	40
NYSAA Bilingual Spe Ed	0	0	0	0	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	6	5	13	5	3	0	1	0	33
7	4	11	9	9	5	1	0	1	40
8	3	7	14	17	6	2	2	2	53
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	0								0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	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	4	0	4	0
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

1) Reading is assessed using Fountas and Pinnell levels via running records which are given to all TBE ELL's who are eligible to take the ELA and all monolingual ELLs every four to six weeks. This information is the foundation on which we differentiate ESL and ELA instruction. It is clear from running records that our ELLs perform lower than the majority of our non-ELLs. We use reading level data to form appropriate groups and utilize materials that are leveled for differentiation. The use of intervention programs like Wilson and BIGOR

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>The Literary Arts Academy</u>		School DBN: <u>M06326</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sharon Weissbrot	Principal		11/21/11
Angel Ortega	Assistant Principal		11/21/11
Iris Nunez	Parent Coordinator		11/21/01
Juli Kreichman	ESL Teacher		11/21/11
	Parent		1/1/01
Nigeri Getter/ELA	Teacher/Subject Area		11/21/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		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: 06M326 **School Name:** Writers and Leaders of Tomorrow

Cluster: 06 **Network:** 601

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.

All parents are greeted by the Parent Coordinator upon arrival to the building. For new entrants, Ms. Nunez will escort the parent to Mr. Morales, who will meet with the parent and have the parent complete the Home Language Survey to ascertain parent's language preference. Signs exist in the building notifying parents to their right for written translations in their native language. Regular mail to parents about school activities is written both in Spanish and English and other languages, where applicable.

Based on information from the home language survey, information regarding the language the parent speaks and writes is entered into ATS. Our data specialist reviews the data on a regular basis to check on missing or incorrect information in ATS. In house translators translate all correspondence using clear and simple language for all outgoing correspondence. In those cases where we do not have the internal expertise to translate a document, letters are sent to the translation section of the DOE and they will translate it. Information regarding parent language abilities are located in ATS. Majority of the parents speak either English or Spanish and all notices are sent home with both languages. Additionally, the secretary regularly runs a report in ATS which indicates missing information. She is then able to follow up if the parent language is not listed in ATS. Eighty percent of our parent population speaks Spanish and nineteen percent of parents speak English only. Every document is printed in both Spanish and English. There is a small percentage of parents who speak other languages i.e. French, Haitian Creole, Arabic and we make sure that letters go home to these parents in their native languages. An analysis of the results revealed that 95% of the parents wanted a bilingual transitional program. Our parent coordinator and secretary are bilingual speakers of English and Spanish. Additionally, a large number of the staff at MS 326 are able to converse with parents in their own language about their child's academic needs.

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.

A review of the home language surveys indicated that the majority of parents speak and read Spanish which mandates that all letters are sent home in English and Spanish. Many staff members speak both English and Spanish which is the major language in the school's community. Communication between school and the community is always in both languages, Spanish and English. All public meetings and parent association meetings are conducted in both languages. There is always the chance that we might have speakers of other languages i.e. Arabic, French, Haitian Creole, American Sign Language. If these cases do arise, we will contact the Office of Translation Services to help us. District 75 will be contacted if we need a speaker of American Sign Language. An analysis of the data revealed that more than 90% of our parents are Spanish speaking and require written as well as oral translations of documents printed in English. We plan to share this information at Parent Association meetings as well as the SLT.

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 correspondences to parents are provided in English and Spanish back to back. Specific written communications are translated by the bilingual translation team composed of the business manager and the Assistant Principal. Progress Reports, Quality Review Reports, Report Cards, and all letters sent home to parents are translated into Spanish. Copies are available in the Parent Coordinator's office. In the case that we have other language needs, the Office of Translation Services will be contacted.

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 by the following school members who are bilingual Spanish/English: Assistant Principal, teachers, parent coordinator, school aides, guidance counselors, business manager, and secretary. During parent-teacher conferences, teachers are grouped together so that monolingual English speaking teachers have someone in the room who can help in communication between the school and the parent.

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 are available at all times. Parents have full access to school activities and information regarding their children's' academic performance. A large number of people on staff speak Spanish and we also have staff members who speak French and Haitian Creole. Parents have full participation in school events as all activities are conducted in Spanish and English. Parents receive all letters and forms about school activities in the language that they speak.



Title III Immigrant Funds Supplemental Program for Immigrant Students

Application for Immigrant Funding

Requirements: Title III, Part A - Immigrant Funds can be used for activities that provide enhanced instructional opportunities for immigrant students, which include:

- family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
- support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant students
- provision of tutorials, mentoring, and academic or career counseling for immigrant students
- identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
- basic instructional services, including costs for additional classroom supplies, transportation costs, or other costs directly attributable to such services
- other instructional services designed to assist immigrant students to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education
- activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant students by offering comprehensive community services

Funding follows similar guidelines for Title III funds established by the Office of English Language Learners (OELL) and can only be used to provide supplementary services to ELLs and immigrant students. Priority areas for the use of Title III, Part A - Immigrant Funds are as follows:

- developing new and/or enhancing programs for **immigrant students from the Caribbean countries where English is spoken as a dialect**
- developing new and/or enhancing programs for newcomers
- developing new and/or enhancing Transitional Bilingual Education programs
- developing new and/or enhancing Dual Language programs
- improving teaching and learning in core subject areas for immigrants
- implementing strong student supports to increase graduation rates for immigrants

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

Directions: Please complete the Title III - Part A, Immigrant Program application below. Completed applications must be submitted by November 30, 2011 via email to TitleIIIImmigrantPlans@schools.nyc.gov.

Part A: School Information	
Name of School:	DBN:
Cluster Leader:	Network Leader:
This school is (check one): <input type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> 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):

- Before school After school Saturday academy Other:

Total # of immigrant students (including ELLs) to be served: [][]

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: [][]

Describe the direct supplemental instruction program in the space provided below. Description should include:

- Rationale
- Subgroups and grade levels of students to be served
- Schedule and duration
- Language of instruction
- Number and types of certified teachers
- Types of materials

Begin description here:

Part C: Professional Development

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

Description should include:

- Rationale
- Teachers to receive training
- Schedule and duration
- Topics to be covered
- Name of provider

Begin description here:

Part D: Parental Engagement Activities

Describe the parent engagement activities targeting parents of immigrant students (including ELLs) that will impact higher achievement for these targeted students. Description should include:

- Rationale
- Schedule and duration
- Topics to be covered
- Name of provider
- How parents will be notified of these activities

Begin description here:

Part D: Parental Engagement Activities

Begin description here:

Part E: Budget**FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your budget matches your plan as described in Parts B, C, and D above.

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