



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME : MANHATTAN MIDDLE SCHOOL FOR SCIENTIFIC INQUIRY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 06M328

PRINCIPAL: OLGA QUILES

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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
Olga Quiles	*Principal or Designee	
Jessica Robles	*UFT Chapter Leader or Designee	
Domingo Duluc	*PA/PTA President or Designated Co-President	
Ana Cancel	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jennifer Cummings	Member/ Parent	
Susana Ramirez	Member/Teacher	
Chevelle McKeever	Member / School Leadership Chairperson	
	Member /	

	Member/	
	Member/	
	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

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

To improve student performance in ELA as defined in M.S.328's School Progress Report.

Measurable Objectives:

By June 2012 we will reduce the number of students who scored at proficiency level 1 in ELA by 10%.

Comprehensive needs assessment

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

In the Fall of 2011, a needs assessment was reviewed and completed to help us continue to focus on our school-wide efforts. Along with the new state guidelines in ELA, we have reviewed students' recent data and have found that we need to address student performance across each grade level in English Language Arts. The current data demonstrates our ELA score in the last three years was 48.0 in 2008-09; 9.9 in 2009-10 and a 6.9 in 2010-11, demonstrating a consistent decline in reading proficiency. A closer look on instructional shifts and practices will be our focus, thus restructuring our ELA department to focus on strategies, sharing of best practices; design and implement performance based assessments as well as end of unit evaluations aligned with the Common Core Standards. We will continue to integrate rigorous vocabulary development as well as develop cognitive demanding activities and tasks in alignment with the common core learning standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - Analyze student data, on-going teacher assessments, feedback from walkthroughs, learning walks and student portfolios, in order to identify specific needs of our students.
 - Meet with teachers individually to discuss student's needs and set instructional goals In all subject areas that will include lessons with rigor of instruction as a paradigm.

- Engage teachers in professional development activities and create Project Based Assessments in ELA using the Common Core Standards as a framework.
- Use mobile computer labs as a part of our rigorous instructional program aimed at enhancing lessons and promoting learning.
- Provide a common prep period by subject and by grade level enabling teachers to meet and discuss teaching strategies, curriculum development and student issues.
- The assistant principals and the principal will design and offer professional development sessions for teachers.
 - a) Use the walkthroughs and focused learning walks as part of our ongoing process to support staff. Participants include the principal, assistant principals, coaches, instructional support specialist, parents, students, and support staff. A debrief with teachers will take place to address identified strengths and further areas for development to improve student achievement.

Strategies to increase parental involvement

- Together the Title I parent representative and the Parent's Association Board will meet jointly to develop strategies for student progress (i.e. tools for learning, evaluation, or materials needed to accomplish strategies). These strategies will be presented by the Title I representative to the School Leadership Team for approval and implementation.
- In addition, the Parent's Association will communicate with parents by newsletters, notices, back-pack letters, flyers, e-mail and telephone regarding meetings, workshops, conferences and other different activities to learn more about how to help their children at home and at school from programs planned by the Parent's Association for the family. Also, updated information is required to encourage parents to remain involved in the school's events.
- The Parent's Association will also make sure that all parents have the opportunity to get involved in their children's education by understanding their responsibilities in their roles as parents and partners with school's staff, teachers, and students as a team.
- The Parent's Association will support the goals and initiatives for vital involvement of parents in the school-wide Title I program, which requires flexibility to achieve the strategies in the areas of instruction and services.
- Parents can propose changes or modifications of strategies that don't work through the Title I representative on behalf of the students. Such changes or modifications must be approved by the Parent's Association Executive Board and presented to the Parent's Association assembly and the School Leadership Team for ratification.
- The Parent's Association will keep parents well informed so that parents will be ready to work with the school to help their children develop the skills they need.

- Parents will participate in our school's Learning Walks to observe teaching practices as well as evaluate student learning. They will have the opportunity to debrief and share their observations.
- M.S. 328 is a Title I school funded by a federal program whose stated goal is that all students meet the state standards in education and progress to future success. With this Title I policy, parents have the possibility to meet with administrators and others parents in regular or emergency meetings to know what the school is doing for their children.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- Provide extensive professional development
- Informal and formal observations
- One-on-one conferences
- Collaboration amongst teachers via class inter-visitations as well as study groups
- Weekly grade, subject, and planning meetings
- Use mobile computer labs as a part of our rigorous instructional program aimed at enhancing lessons and promoting learning.
- Provide a common prep period by subject and by team enabling teachers to meet and discuss teaching strategies, curriculum development and student issues.
- The assistant principals and the principal will design, and offer professional development sessions for teachers.
- Use the walkthroughs and focused learning walks as part of our ongoing process to support staff. Participants include the principal, assistant principals, coaches, instructional support specialist, parents, students, and support staff who will in turn address identified strengths and further areas for development to improve student achievement.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- In-school Dental Clinic
- Presbyterian Health Clinic
- Social Worker, School Psychologist

- Guidance Counselors: providing academic and emotional support (i.e., violent prevention, bullying, etc.)

Budget and resources alignment

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

a. Financial Resources Alignment

- In order to accomplish goal 2, the following financial resources will be allocated:
- Tax Levy, C4E, Title I, Title III, Rollover program, Grants

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

To improve student performance in Mathematics as defined in M.S.328's School Progress Report.

Measurable Objective:

By June 2012 we will reduce the number of students who scored at proficiency level 1 in mathematics by 10%.

Comprehensive needs assessment

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

A needs assessment was reviewed and completed in mathematics to help us focus on our school-wide efforts. Our students have been successful in meeting AYP in mathematics as evidenced by the 2008-2009 School Progress Reports with 69.4% of students at proficiency level in mathematics for the 2008-09 school year. In the 2009-10 school year, students' progress in mathematics declined to a 31.4% (-38.0%), and in 2010-11 our school did not make AYP in mathematics with 30.9% of students reaching proficiency level. We have reviewed students' performance trends of the last three years and have concluded that we need to address student performance across each grade level in mathematics. As a school, we continue to strive to close the achievement gap of our high-needs students, which includes our English Language Learners and our lowest one third. We are committed in continuing to provide support to these students with the support of the Inquiry Team, Academic Intervention Specialist and teaching staff throughout the school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Strategies/activities that encompass the needs of identified student subgroups,
 - b) Staff and other resources used to implement these strategies/activities,
 - c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.

- Review and analyze student performance data from the 2011 NYS math exam for all students.
- Analyze student data, on-going teacher assessments, feedback from walkthroughs, learning walks and student portfolios, to identify students' needs and plan suitable instruction.
- In all subject areas, lessons are prepared in which rigor of instruction is a paradigm. It is an expectation as well as a non-negotiable at our school that learning and instruction will be at the highest level possible. All students are challenged with highly structured lessons and inquiry based activities. At the beginning of the school year, teachers meet individually with the administration to discuss individual student goals as well as instructional goals.
- In order to continue our endeavor to promote quality instruction and excellence in academics, our school is a pilot school for the Common Core Standards. As part of this pilot, teachers engage in professional development activities and create Project Based Assessments in Math.
- Use of mobile computer labs is a regular part of our rigorous instructional program that is aimed at enhancing lessons and promoting learning.
- In addition, a common prep period by subject and by team is built into our teachers' schedules. During these preps, they meet and discuss teaching strategies, curriculum development and student issues. The assistant principals and the principal promote, design, and offer professional development sessions for teachers.
- Walkthroughs and Learning Walks are part of our rituals; walkthrough participants include the principal, assistant principals, coaches, instructional support specialist, parents, students, and support staff. Each Walkthrough has a different focus and debrief sessions are held to address different issues that arise at the end of the activity. Immediate feedback is given to staff members on an individual basis or during weekly meetings.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Together the Title I parent representative and the Parent's Association Board will meet jointly to develop strategies for student progress (i.e. tools for learning, evaluation, or materials needed to accomplish strategies). These strategies will be presented by the Title I representative to the School Leadership Team for approval and implementation.
 - In addition, the Parent's Association will communicate with parents by newsletters, notices, back-pack letters, flyers, e-mail and telephone regarding meetings, workshops, conferences and other different activities to learn more about how to help their

children at home and school from programs planned by the Parent Association for the family. Also, updated information is required to encourage parents to remain involved in the school's events.

- The Parent's Association will also make sure that all parents have the opportunity to get involved in their children's education by understanding their responsibilities in their roles as parents and partners with school's staff, teachers, and students as a team.
- The Parent's Association will support the goals and initiatives for vital involvement of parents in the school-wide Title I program, which requires flexibility to achieve the strategies in the areas of instruction and services.
- Parents can propose changes or modifications of strategies that don't work through the Title I representative on behalf of the students. Such changes or modifications must be approved by the Parent's Association Executive Board and presented to the Parent Association assembly and the School Leadership Team for ratification.
- The Parent's Association will keep parents well informed so that parents will be ready to work with the school to help their children develop the skills they need.
- Parents will participate in our school's Learning Walks to observe teaching practices as well as evaluate student learning. They will have the opportunity to debrief and share their observations.
- M.S. 328 is a Title I school funded by a federal program whose stated goal is that all students meet the state standards in education and progress to future success. With this Title I policy, parents have the opportunity to meet with administrators and others parents in regular or emergency meetings to know what the school is doing for their children.

Strategies for attracting Highly Qualified Teachers (HQT)

- Provide extensive professional development
- Teachers will receive 3-4 written feedback as per the Professional Development Cycle developed.
- Informal and formal observations
- One-on-one conferences
- Collaboration amongst teachers via class inter-visitations as well as study groups
- Teachers will work in teams to develop a teacher friendly rubric for building relationships with students incorporating the Danielson Framework.

- Administration will conduct Professional Development on aligning rubrics to the Common Core Standards and curriculum maps.
- Teachers will work together to create differentiated, rigorous tasks to be embedded in well crafted instructional units.
- Weekly grade, subject, and planning meetings
- Use mobile computer labs as a part of our rigorous instructional program aimed at enhancing lessons and promoting learning.
- Provide a common prep period by subject and by team enabling teachers to meet and discuss teaching strategies, curriculum development and student issues.
- The assistant principals and the principal will design, and offer professional development sessions for teachers.
- Use the walkthroughs and focused learning walks as part of our ongoing process to support staff. Participants include the principal, assistant principals, coaches, instructional support specialist, parents, students, and support staff, who in turn will debrief with teachers to address identified strengths and further areas for development to improve student achievement.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- In-school Dental Clinic
- Presbyterian Health Clinic
- Social Worker/school psychologist
- Guidance Counselors: providing academic and emotional support (i.e., violent prevention, bullying, etc.)

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - a. Financial Resources Alignment**
 - In order to accomplish goal 2, the following financial resources will be allocated:
 - Tax Levy, C4E, Title I, Title III, Rollover program, Grants

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

To strengthen teacher practice/effectiveness by developing a shared understanding of instructional excellence based on Enhancing Professional Practice by Charlotte Danielson.

Measurable Objective:

By June 2012, 100% of the teaching staff will participate in at least 4 cycles of formative observations, as per a research based rubric that allows for teacher self-reflection, focused feedback, and next steps.

Comprehensive needs assessment

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

Teachers at MS 328 use research-based teaching methodologies, and engage students in independent and cooperative projects, incorporate technology in their lessons, and establish partnerships with the community. Teachers strive to form a learning community of creative problem solvers; innovative decision makers who possess and share their academic, social and technological knowledge. However, despite all efforts our data continues shows that in the category of student progress our school has received a score of 5.6 out of 25 and a 26.2 out of 60 points on student performance. This data shows that although we continue to discuss and share best teaching practices, we need to know what makes for exemplary instruction that will ultimately produce excellent outcome--student performance. Currently the teachers and administration have been exploring and implementing the Danielson's Framework for Teaching along with the review and implementation of the Common Core Learning Standards. We feel that these two go hand in hand as both will target teaching practices, methods, and strategies. We continue to look at student performance as we design performance based assessments that are rigorous in nature and continuously raise the learning bar for our students as well as for teachers.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) Strategies/activities that encompass the needs of identified student subgroups,
 - b) Staff and other resources used to implement these strategies/activities,
 - c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.
- Together the Title I parent representative and the Parent's Association Board will meet jointly to develop strategies for student progress (i.e. tools for learning, evaluation, or materials needed to accomplish strategies). These strategies will be presented by the Title I representative to the School Leadership Team for approval and implementation.
 - In addition, the Parent's Association will communicate with parents by newsletters, notices, back-pack letters, flyers, e-mail and telephone regarding meetings, workshops, conferences and other different activities to learn more about how to help their children at home and school from programs planned by the Parent's Association for the family. Also, updated information is required to encourage parents to remain involved in the school's events.
 - The Parent's Association will also make sure that all parents have the opportunity to get involved in their children's education by understanding their responsibilities in their roles as parents and partners with school's staff, teachers, and students as a team.
 - The Parent's Association will support the goals and initiatives for vital involvement of parents in the school-wide Title I program, which requires flexibility to achieve the strategies in the areas of instruction and services.
 - Parents can propose changes or modifications of strategies that don't work through the Title I representative on behalf of the students. Such changes or modifications must be approved by the Parent Association Executive Board and presented to the Parent Association assembly and the School Leadership Team for ratification.
 - The Parent's Association will keep parents well informed so that parents will be ready to work with the school to help their children develop the skills they need.
 - Parents will participate in our school's Learning Walks to observe teaching practices as well as evaluate student learning. They will have the opportunity to debrief and share their observations.
 - M.S. 328 is a Title I school funded by a federal program whose stated goal is that all students meet the state standards in education and progress to future success. With this Title I policy, parents have the opportunity to meet with administrators and others parents in regular or emergency meetings to know what the school is doing for their children.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 17 through 21 in this CEP.
 - In addition, the Parent's Association will communicate with parents by newsletters, notices, back-pack letters, flyers, e-mail and telephone regarding meetings, workshops, conferences and other different activities to learn more about how to help their children at home and school from programs planned by the Parent Association for the family. Also, updated information is required to encourage parents to remain involved in the school's events.
 - The Parent's Association will also make sure that all parents have the opportunity to get involved in their children's education by understanding their responsibilities in their roles as parents and partners with school's staff, teachers, and students as a team.
 - The Parent's Association will support the goals and initiatives for vital involvement of parents in the school-wide Title I program, which requires flexibility to achieve the strategies in the areas of instruction and services.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - Provide extensive professional development
 - Informal and formal observations
 - One-on-one conferences
 - Collaboration amongst teachers via class inter-visitations as well as study groups
 - Weekly grade, subject, and planning meeting
 - Use mobile computer labs as a part of our rigorous instructional program aimed at enhancing lessons and promoting learning.
 - Provide a common prep period by subject and by team enabling teachers to meet and discuss teaching strategies, curriculum development and student issues.
 - The assistant principals and the principal will design, and offer professional development sessions for teachers.
 - Use the walkthroughs and focused learning walks as part of our ongoing process to support staff. Participants include the principal, assistant principals, coaches, instructional support specialist, parents, students, and support staff will, as needed, debrief with

teachers to address identified strengths and further areas for development to improve student achievement.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- In-school Dental Clinic
- Presbyterian Health Clinic
- Social Worker/school psychologist
- Guidance Counselors: providing academic and emotional support (i.e., violent prevention, bullying, etc.)

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - b. Financial Resources Alignment**
 - In order to accomplish goal 2, the following financial resources will be allocated:
 - Tax Levy, C4E, Title I, Title III, Rollover program, Grants

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	130	100	100	66	117	NA	NA	NA
7	125	96	96	125	123	NA	NA	NA
8	122	120	87	74	100	NA	NA	NA

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	Wilson and Great Leaps intervention programs used one on one and in small group, during the regular school day and in after school and Saturday programs with target populations. One on one, push in, pull out, and small group tutorials by SETTS, Bilingual Specialist, and Speech teachers; vocabulary development through quarterly vocabulary / language assessments in alignment with the common core standards with a pre- and post- assessment; Sound Reading Solutions; Exc-ELL program and our vocabulary inquiry tool which will assist in monitoring student vocabulary/language progress. ELA/ESL tutors provided by NYU/America Reads. 37.5 minute, small group tutorials. Supplemental Education Services (SES) after school program will be using Achieve 3000. this programs strives to increase English Language Arts performance.
Mathematics	One on one, push in, and pull out services provided by SETTS teachers and Bilingual Specialists. Math-focused 37.5 minute, small group tutorials. Math remediation and enrichment during Saturday Academy beginning in early October. Math tutors provided by NYU/America Reads. After school homework support under the auspices of the Beacon Program/ACDP. One on one and small group after school support provided by math teachers.
Science	One on one and after school support for developing and completing exit projects. Focused test sophistication in preparation for the 8th grade science test; both practical and written. One on one and small group after school support.

Social Studies	Vocabulary development through the Exc-ELL program. In addition, social studies teachers and ELA teachers will continue to work closely in integrating reading and writing strategies in their instruction. Both subjects will work together as they evaluate and implement the Common Core Learning Standards as well as design coherent assessments. Technology will be strongly integrated into the curriculum. School-wide literacy-social studies initiative supporting learners struggling in both subjects. One on one and small group after school support.
At-risk Services provided by the Guidance Counselor	Small group (2 - 5 students) and individual counseling both during the regular school day and after school. Occasional classroom observations. Parental outreach and support. Critical support for the development and maintenance of student Individualized Education Plans.
At-risk Services provided by the School Psychologist	One on one counseling services provided to individual students. Educational testing leading to the diagnosis of educational needs within referral process and identification of related services. Classroom observations provided on as needed basis. Critical support for the development and maintenance of student Individualized Education Plans.
At-risk Services provided by the Social Worker	One on one counseling services. Family outreach services provided within the referral process. Educational testing leading to the diagnosis of educational needs within referral process and identification of related services. Classroom observations provided on as needed basis. Critical support for the development and maintenance of student Individualized Education Plans.
At-risk Health-related Services	New York/Presbyterian affiliated clinic with comprehensive psychological and medical-health related services.

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

The template below meets the parental involvement requirements of Title I. 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.

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind

Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department 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: 06M328

School Name: Manhattan Middle School for Scientific Inquiry

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.

Our School's Accountability Report has demonstrated that we have not met AYP in all of the categories (LEP, Spec.Ed, Black/Hispanic). When comparing student performance in the last three years, there has been a steady decline which has identified us as a school in need of improvement. Our current data shows said decline in achieving proficiency level in ELA and mathematics as shown in the data below:

- ELA – decline in overall student mastery/proficiency in the subject: 48.0 SY2008-09; 9.9 SY2009-10; and SY2010-6.9
- Math – decline in overall student mastery/proficiency in the subject: 69.4 SY2008-09; 31.4 SY2009-10; and 30.9 SY2010-11SY.

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.

Vocabulary development, reading comprehension, and fluency have been an issue with our students across the grades in all content areas. We have met at general staff meetings, grade and subject level meetings to analyze student data as reported by the State as well as our in-house vocabulary inquiry tool and baseline assessments through Accelerated Reader, Sound Reading Solutions (early intervention for our ELL and Spec. Ed. Students), and Accelerated Math. As a result of these findings, students who have been identified as at-risk (including all subgroups) are currently attending our After School program (SES) as well as our Saturday Academy. We have proposed to continue providing extended assistance during our Spring Academy. This five-day intervention will focus primarily in assisting students to apply learned skills and strategies in both ELA and math.

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.

Our major focus will be vocabulary development, comprehension, and fluency in both ELA and mathematics. These are very critical areas that we found that need the greatest concentration. As part of the continued intervention, we have set aside professional development session with teachers who will be providing instructional services. The professional development will include:

- Initial Assessment: Use of current data—item analysis for both ELA and math as well as well as aligning instructional resources (as outlined on the grant chart) that will meet both instructional and learning goals.

- Use of assessment tools to evaluate student progress (ELA & math Rehearsals).
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Individualized professional development is underway. Observations, assessing teaching practice and student engagement, as well as one-on-one conferences will be conducted and areas for improvement addressed. During these conferences, we will merge Danielson's Framework for Teaching with the current Santa Cruz Model for the Teaching Profession we've been using, focusing on the following areas:

- **Santa Cruz Model: Standard for Engaging and Supporting All Students in Learning (Danielson's Framework: domain 1c & 1e; domain 3b & 3c)**
 - **Santa Cruz Model: Standard for Planning Instruction and Designing Learning Experiences (Danielson's Framework: domain 1b, 1c, & 1e; domain 2b & 2c)**
 - **Santa Cruz Model: Standard for Assessing Student Learning (Danielson's Framework: domain 1f; domain 3b & 3d; 4a)**
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.

Parent Notification letter will be sent out at the end of January informing parents of the school's commitment to improving instruction and subsequent student performance. In addition, we plan to hold parent workshops that will focus the upcoming State Exam, target how students learn and how they can assist us in increasing student motivation.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Debra Maldonado	District 06	Borough Manhattan	School Number 328
School Name Manhattan MS for Scientific Inquiry			

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

Principal Olga Quiles	Assistant Principal James Cole
Coach Susanna Ramirez	Coach type here
ESL Teacher Haydee Montanez	Guidance Counselor Karen Martinez
Teacher/Subject Area Guillermo De La Rosa/ Spanish	Parent Dominic Duluc
Teacher/Subject Area Zulma Valladares/ Math	Parent Coordinator Victor Lopez
Related Service Provider type here	Other type here
Network Leader Benjamin Soccodato	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	4	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions	3	Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	407	Total Number of ELLs	186	ELLs as share of total student population (%)	45.70%
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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. 

Parent Program Choice

Admission process of newly enrolled ELLs:

Administer the HLIS, to inform parents of their child's eligibility for ELL services. A copy is kept on file in a binder in our main office in addition to placing the original in the cumulative folder.

School pedagogue (Principal, AP, or teacher) holds an interview with parent and child to explain the Revised Language Assessment Battery State test (LAB-R) and the school's program choices.

Lab-R is administered to the student by Haydee Montañez based on the HLIS. The LAB-R is hand scored and kept on file.

If the student is Spanish-speaking then the Spanish LAB is administered.

All identification procedures are completed within 10 days of initial enrollment.

Administration of the NYSESLAT exam follows the New York State mandates and is administered by a licensed ESL provider.

A DVD is shown to parents on all three programs.

Information is provided on the different ELL programs that are available at M.S. 328.

Parents visit different classes to observe the setting of the class that will address the needs of the child.

Parents complete a parental choice survey in their native language to indicate their language instructional preference.

The Principal, AP, or teacher is present to counsel and/or provide more information to parents regarding their options and choices as parents of ELLs in the New York City School system.

Parent surveys are distributed to by the Principal, AP, or teacher. Selection forms are returned directly to Principal, AP, or teacher.

Child is placed in a program based on parent's choice.

Parent choice is monitored on the ELPC screen in addition to a tracking sheet that monitors parent choice.

Entitlement and placement letters are kept in a central location for monitoring purposes.

Parent Coordinator and school staff keeps permanent communication with parents to inform of school activities and child progress.

Enrollment Trends

Based on review of the parent choice surveys that were returned by parents of newly arrived students, the trend for parent choice continues to be the transitional bilingual program. This has been the pattern at M.S. 328 for the past five years because the families are satisfied with the current ELL services and supports at our school.

Criteria for inviting students: MS 328 is located in the heart of a multicultural community and one of the most densely populated neighborhoods in the country. In Washington Heights most of the students could benefit from a Two-Way Bilingual Program. However, our priority is to serve LEP and EP students who were enrolled in bilingual programs since elementary school. Our goal is to provide these students with further linguistic, academic and cultural knowledge in both languages, English and Spanish.

Parent Notification of Enrollment Requirements: MS 328 strongly believes that parental involvement is a key component in the students' success. With this belief in mind, we send a notification letter to all of the parents of LEP and EP students who are enrolled in the Two-Way Bilingual Program at the beginning of each school year. In the letter which is written in both English and Spanish, they

are invited to either learn or share their experiences from the Two-Way Bilingual Program. In addition, the letter informs the parents that they are the ones who decide exactly which program is best for their children.

Manhattan Middle School for Scientific Inquiry firmly believes that the pro-active involvement of a student's family is key to that student's scholastic success. In particular, parental involvement is a critical component in enabling a child to succeed in school. Consequently the highest of priorities is placed on enabling our students' parents and family involvement in the educational process. Manhattan Middle School for Scientific Inquiry is dedicated to empowering families, promoting cultural awareness, and embracing the circumstances of its family's lives. Manhattan Middle School for Scientific Inquiry will accomplish this through a number of specific instruments.

Overview

At M.S. 328, we offer parents and students the following models:

- Bilingual Transitional (Beginners) 40 % English – 60% Spanish
- Bilingual Transitional (Intermediate) 50 % English – 50% Spanish
- Bilingual Transitional (Advanced) 75 % English – 25% Spanish
- ESL
- Bilingual Special Education (As per IEP and language needs)
- Dual Language 50% in English and 50% in Spanish

Transitional Bilingual Program(Beginners and Intermediate):

- The NYSESLAT and/or the LAB-R scores will be used as an indicator to place students in terms of their proficiency level in English. This information will determine in which class students will be placed. Differentiated instruction as per needs of each individual or groups will be based on student's English and native language proficiency and academic achievement.
- ESL and Native Language Arts programs will accommodate strategies for improving instruction and student performance using the components of the Comprehensive Approach to Balanced Literacy/Mathematics and is in alignment with the NYC and NYS Native Language Arts, English as a Second Language Standards, and the National Council of Teachers of Mathematics Standards. To support this implementation, Spanish, Bilingual Special Education, Bilingual Math and Bilingual Science teachers as well as **This school serves the following grades (includes ELLs and EPs)** 6* 7* 8* 9* 10* 11* 12* Check all that apply
- We provide Transitional Bilingual Education (TBE) Program as delineated by the New York City Department of Education. In this TBE program, students will receive academic instruction in both English and Native Language Arts, their native language.
- In addition all transitional bilingual education students will participate in the Accelerated Reader and Accelerated Math Programs in English and Spanish.

ESL Program:

Students whose parents opted for ESL receive the following services:

- Pull-out ESL services for beginning level students (out of classroom/small groups)
- Push-in services for intermediate and advanced level students (collaborative teaching)
- Students will be organized in classes by levels determined by the LAB-R and/or NYSESLAT results. Beginning and intermediate students receive 2 units or 360 minutes of ESL/week and advance level students receive 1 unit or 180 minutes of ESL/week (consistent with CR Part 154 units of ESL requirements.)
- ESL instruction is aligned to The NYS Learning Standards for English as a Second Language: The Teaching of Language Arts to Limited English Proficient/English Language Learners.
- Classroom teachers will use ESL strategies to deliver academic content area instruction and provides additional support for students.

Bilingual Special Education Program

- The IEP will be used as an indicator to place students in terms of their learning capabilities and English abilities. Differentiated instruction as per needs of each individual or groups will be based on student's English and native language proficiency and academic achievement.
- ESL and Native Language Arts programs will accommodate strategies for improving instruction and student performance using the components of the Comprehensive Approach to Balanced Literacy/Mathematics and is in alignment with the NYC and NYS Native Language Arts, English as a Second Language Standards, and the National Council of Teachers of Mathematics Standards. To

support this implementation, the school will have ESL, Spanish, Bilingual Special Education, Bilingual Math and Bilingual Science teachers as well as a bilingual guidance counselor.

- In addition all above mentioned strategies, bilingual special education students will participate in the Accelerated Reader and Accelerated Math Programs in English and Spanish.

Dual Language Program:

- In September 2011-12 Middle School 328 will have three Dual Language classes. One for the sixth grade, one for the seventh grade and one for eight grade who are bilingual (Spanish/English.)
- Middle School 328 designed a comprehensive language allocation policy for the Dual Language class which addresses the need of continuity of the program as well as the academic needs of each student. Eighty percent of the teachers for this class are bilingual and speak Spanish. Furthermore, a bilingual math teacher will support mathematics instruction.
- In addition to the core curriculum, Middle School 328 offers electives in Advanced Spanish, Journalism and Media Literacy. These electives will be open to the Dual Language students.
- Also, Middle School 328 offers after school programs and Saturday Academy in which language needs are addressed as part of its design.
- In order to accommodate their needs, their instructional program has been designed in terms of the following language allocation: 50% English - 50% Spanish. The Language Allocation program for Dual Language has been designed to serve students on a weekly basis.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12 <input type="radio"/>
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This school offers (check all that apply):

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

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>							1	1	2					4
Dual Language <small>(50%:50%)</small>							1	1	1					3
Freestanding ESL														
Self-Contained							1	1	1					3
Push-In														0
Total	0	0	0	0	0	0	3	3	4	0	0	0	0	10

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	186	Newcomers (ELLs receiving service 0-3 years)	94	Special Education	33
SIFE	37	ELLs receiving service 4-6 years	46	Long-Term (completed 6 years)	46

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	79	30	7	18	6	13	13	0	13	110
Dual Language	8	2	0	14	1	0	14	0	0	36
ESL	7	1	0	14	1	0	19	0	0	40
Total	94	33	7	46	8	13	46	0	13	186

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							24	35	51					110
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	24	35	51	0	0	0	0	110

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													18	10	7	18	10	18	35	46

**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	EL L	EP	EL L	EP	EL L	EP	EL L	EP										
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian													1						1	0
French																			0	0
Other																			0	0
TOTAL	0	19	10	7	18	10	18	36	46											

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 81

Number of third language speakers: 1

Ethnic breakdown of EPs (Number):

African-American: 1

Asian:

Hispanic/Latino: 81

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							7	19	10				
Chinese							1							1
Russian														0
Bengali														0
Urdu														0
Arabic									1					1
Haitian														0
French								1						1
Korean														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
Punjabi														0
Polish														0
Albanian														0
Other							1							1
TOTAL	0	0	0	0	0	0	9	20	11	0	0	0	0	40

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?

I.a. Organizational Models:

TBE Program

Beginning English Language Learners, many of whom are new arrivals to the United States, receive instruction in Spanish for 60% of the time and in English for 40% of the time. All classes but ESL and electives are taught in Spanish.

During the course of the year, we adjust this ratio. As students begin to reach Intermediate proficiency, their content-area learning incorporates more English by using differentiated instruction, project based learning activities as well as language development in the content area including word strategies. They also have the opportunity to participate in after-school English classes given by their teachers.

Intermediate Ells

In January, the Spanish-English ratio for former Beginning English learners changes to 50:50; they begin learning science in English. They continue to take Spanish Language Arts five times a week.

In March, the Spanish-English ratio changes again: students learn both Spanish and Science in English, so the ratio becomes 40% Spanish

A. Programming and Scheduling Information

and 60% English. As students begin to reach advanced proficiency, their content-area learning incorporates more English by using the strategies outlined above. They also have the opportunity to participate in after-school English classes given by their teachers.

Advanced ELLs in Bilingual Classes

Advanced English Language Learners have a 75:25 English:Spanish ratio. All of their content-area instruction is in English, and their Communication Arts classes follow city and regional curricular guidelines with some added language supports. To continue to support their native language development, MS 328 offers these students 160 minutes of after-school enrichment in Spanish.

Freestanding ESL

Freestanding ESL program is designed to provide ESL support to ELLs, through our push-in and pull-out programs, as they transition into monolingual classes. Because parents of students have the option of choosing bilingual or monolingual classes, this group of students is quite heterogeneous, ranging from students who read at a second grade level to those at a sixth grade level. Facility in listening and fluency in speaking English is what they have in common. All of our ELLs are clustered within one class; 100% of the lessons are in English. In order to provide support for the language needs of the students, they have an ESL teacher who co-teaches and collaborates with the subject area teacher.

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

Dual Language

In September 2005 Middle School 328 began a Dual Language class for the first time. This was the 2005 class that graduated from Elementary School 28. Students in this class had been together since Kindergarten and 17 of them started grade 6 at Middle School 328. Middle School 328 designed a comprehensive language allocation policy for the Dual Language class which addresses the need for program continuity as well as the academic needs of each student. Eighty percent of the teachers for this class are bilingual and speak Spanish. In addition to the core curriculum, Middle School 328 offers electives in Advanced Spanish, Journalism and Media Literacy. These electives will be open to Dual Language students. Also, Middle School 328 offers after-school programs and Saturday Academy in which language needs are addressed as part the program's design.

1. b. The classes travel together in Block classes and the student groups are Heterogeneous.
2. The staff of M.S. 328 makes modifications to teacher schedules to comply with the state mandates and to support and help meet the needs of our ELLs as mandated by CR Part 154.

Beginners (60% NL & 40% English)

SUBJECT	MINUTES	X PER WEEK	LANGUAGE	MIN. PER WEEK NL	MIN PER WEEK ENG
NL Reading Workshop	45	2	NL	90	
NL Writing Workshop	45	3	NL	135	
ESL Reading Workshop	45	4	English		180
ESL Writing Workshop	45	4	English		180
Mathematics Workshop	45	8	NL	360	
Science	45	4	NL	180	
Social Studies	45	4	NL	180	
Music, Gym, Technology	45	5	English		225

Intermediate (50% NL & 50% English)

A. Programming and Scheduling Information

SUBJECT	MINUTES	X PER WEEK	LANGUAGE	MIN. PER WEEK NL	MIN PER WEEK ENG
NL Reading Workshop	45	2	NL	90	
NL Writing Workshop	45	3	NL	135	
ESL Reading Workshop	45	4	English		180
ESL Writing Workshop	45	4	English		180
Mathematics Workshop	45	8	NL	360	
Science 45	4		English		180
Social Studies	45	4	NL	180	
Music, Gym, Technology	45	5	English		225

Advanced (25% NL & 75% ESL)

SUBJECT	MINUTES	X PER WEEK	LANGUAGE	MIN. PER WEEK NL	MIN PER WEEK ENG
NL Reading Workshop	45	2	NL	90	
NL Writing Workshop	45	3	NL	135	

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)	
Social Studies	45 100% 4	English	180
Music, Gym, Tutorial, Technology	45 75% 5	English	225
Afterschool Enrichment	90 50% 1	NL	90
	25%		
		Dual Language	
Bilingual teachers in all content areas. ESL classes with 2 teachers Push-in, Pull out, team teaching.			
In the 2nd phase, ESL teachers push-in in the content area.			
NLA	NLA, Math, 50% SS	NLA, Math, S	
English	ESL, Arts, Technology	ESL, Arts, Te	
	25%		
		Freestanding ESL	
Intermediate	100%		
Bilingual teachers in all content areas. ESL classes with 2 teachers Push-in, Pull out, team teaching 50% and 50% in content area..			
In the 2nd phase, ESL teachers push-in in the content area. 80% and 20% in ESL			
NLA	NLA, Math, 25% NLA		
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.			
Bilingual teachers in all content areas. ESL classes with 2 teachers Push-in, Pull out, team teaching 20% and 80% in content area..			
In the 2nd phase, ESL teachers push-in in the content area. 80% and 20% in Communication Arts.			
NLA	NLA, NLA		

B. Programming and Scheduling Information--Continued

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

All ELL students have bilingual / ESL teachers in the content areas. Those teachers, like all teachers at MS 328, follow the workshop model. For ELL, this means a consistent and predictable classroom structure and the chance to learn in an environment that is calibrated to

A Programming and Scheduling Information

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Art

Through Project Arts, we integrate the visual arts and music into education, providing students with the opportunity to improve their language skills in an authentic and engaging setting.

Technology

In addition, all bilingual students have access to technology to enhance their learning in all the content areas. Already, students have learned how to use computers for research and writing, and have interacted with English instructional materials via the World Wide Web. We are also providing students with adaptive software and electronic dictionaries.

Instructional Programs

The Manhattan Middle School for Scientific Inquiry, MS 328, offers a rich educational environment that strives to prepare middle school students to become lifelong learners and engaged members of society. A fundamental part of our school teaching philosophy includes high expectations for all students. With a population of about 60% ELL Spanish speaking students from which 25% are either SIFE or LTE students, it is our responsibility to provide a high quality standard-based education. In order to successfully achieve this goal, we have taken a variety of initiatives to accelerate language and academic learning for our ELL community, in particular, the SIFE and LTE students. These include programs such as the Accelerated Reader, ExC-ELL, and Great LEAPS. By implementing these programs during the past three years, we have targeted and addressed the needs of our students by providing them with differentiated academic and linguistic instruction. The ExC-ELL Pilot Program has been our best resource in properly serving our SIFE and LTE students. ExC-ELL focuses on reading strategies, vocabulary study and assessment data. This program has shown impressive results in progressing beginning and fossilized ELL students to an intermediate level of academic language acquisition. Also, during regular class instruction, as well as in our Saturday Academy and the after-school program, we will target students' English language development with ELLIS for Kids, a computer-assisted ESL intervention program that is based upon research on the importance of creating relevant, accountable, and culturally appropriate language learning experiences for ELLs. ELLIS helps students improve their writing, speaking, listening and reading skills, combining audio, video, voice recording, and native language instruction to create an engaging and results-driven environment. By providing rich, varied representation of content, the program provides "comprehensible inputs" that have been proven to impact positively on school success.

Native Language Arts

The Native Language Arts program accommodates strategies for improving instruction and student performance using the components of the Comprehensive Approach to Balanced Literacy. To support this implementation, the school will have a part time bilingual professional developer, and Spanish Language Arts teachers. We will be implementing a research-based Transitional Bilingual Education (TBE) Program as delineated by the New York City Department of Education. In this TBE program, students will receive academic instruction in both English and Spanish, their native language. According to the city and state guidelines, student with a beginner level of English proficiency will spend 40% of their time in English language development and 60% of their time they will receive instruction in the native language. English language development is supported through ESL or English Language Arts, as well as participation in English

B. Programming and Scheduling Information--Continued

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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)?

In September 2011-12 Middle School 328 will have three Dual Language classes. One for the sixth grade, one for the seventh grade and one for eight grade who are bilingual (Spanish/English.)

Middle School 328 designed a comprehensive language allocation policy for the Dual Language class which addresses the need of continuity of the program as well as the academic needs of each student. Eighty percent of the teachers for this class are bilingual and speak Spanish.

Furthermore, a bilingual math teacher will support mathematics instruction. Program Evaluation, Assess Program, and Skills: Bilingual reading, writing, and speaking will occur throughout the curriculum of Manhattan

Middle School for Scientific Inquiry. Best practices, as supported by research, will be employed by faculty to develop competent bilingual readers and communicators. Students will be tested in their language skill mastery through presentations, portfolios, and academic performance.

Two Way Bilingual Immersion: Manhattan Middle School for Scientific Inquiry employs a curriculum that is taught 50% in Spanish and 50% in English, thereby establishing a comprehensive dual language program in which each component reinforces the other. Thus, students will be able to develop a comprehensive bilingual vocabulary. Furthermore, students will be able to choose among a variety of elective courses tailored to specific interests. MS 328 strikes to provide students with a content-rich and educationally relevant environment. Additionally, we seek to make educational content personally relevant to the lives of our student by relating lessons learned in the classroom to the realities of our student's daily lives and building bridges to the community which surrounds MS 328.

Courses Taught in Languages Other than English

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.

Staff Development

Middle School 328 provides ESL strategies professional development sessions to the entire faculty during our Summer Institute, Professional Development days, Faculty Conferences, weekly grade and subject area meetings. This year we provided training to the entire staff in the use of ExC-Ell practices, Achieve 3000, Multicultural Awareness, and Literacy Circles. In addition, special education teachers and paraprofessionals have received training in Rigor and Wilson. The accumulated amount of professional development in Bilingual practices exceeds the mandated 7.5 hours.

Professional Development Plan: Manhattan Middle School for Scientific Inquiry demands that its staff serve as quality role models for the student body. MS 328 requires that each staff member submit a professional development plan on a 1-year and 3-year basis. These plans will be developed in collaboration with the curriculum director and principal.

Technology Training: Teachers of Manhattan Middle School for Scientific Inquiry will need ongoing training on how to use MAPP, ExC-ELL, Ellis and Accelerated Reader. In addition, teachers effectively need to learn how to track students academic progress. The training will include: how to use technology for individualized instruction and assessment and how to use reports for intervention and program monitoring; how to use curriculum content to address specific state standards.

ELA Organizations: MS 328 will be an affiliate of the National Council of La Raza (NCLR). As such, MS 328 will have access to all the professional development workshops offered by NCLR. Additionally, affiliations with the National Association of Bilingual Educators (NABE) and the National Clearinghouse for English Language Learners (NCELA) will afford the staff's access to myriad other resources for professional development. Both of these organizations also sponsor nation-level conferences for bilingual educational staff. The Center for Student Support Services (CSSS) is also available as a resource.

University Partnerships: Manhattan Middle School for Scientific Inquiry maintains a relationship with Columbia University, City College of New York, Lehman College of New York, and a variety of other post-secondary institutions which offer graduate level programs in bilingual education. This will significantly enhance the professional development opportunities available to our staff. Furthermore, MS 328 will have the capability to serve as a "real world" resource for those institutions of higher learning.

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Goals and Objective for Staff Development

Goal: Provide intensive, sustained, professional development

Objective: 1. Conduct on site training sessions for all participating instructional staff on how to use the teaching system

Objective: 2. Conduct on site training sessions for all participating instructional staff on accepting student reports

Objective: 3. Conduct on site training sessions for all participating instructional staff on how to use MAPP, ExC-ELL, Ellis, AR

Objective: 4. Conduct on site training sessions for all participating instructional staff on how to use new educational software learned from workshops attended.

MS 328 Data Inquiry Team

The data inquiry team has set upon the task of developing a school culture that generates, analyzes and uses data to better inform our pedagogical practices at MS328. This has been a multifold process that incorporates every aspect of our school's operation. In addition to tracking our schools' performance on standardized tests, predictives and ITA's, we have begun to analyze our students performance in the classroom, to implement strategies that we feel will assist their academic performance, and to construct a school culture in which teachers collaborate on ways to achieve best practices in our target areas. We also have looked at infrastructural issues that both assist and inhibit our ability to maximize the effects of our strategies.

Staff Professional Development hours are tracked by the Principal using a database to ensure that all requirements are met.

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. MS 328 communicates with parents in Spanish and English. We currently use in house personnel to translate documents, such as parent letters, containing school information into Spanish. Translation services and language interpreters are always available to assist parents with documents, questions or any concerns that they may have.

2. Parents are offered workshops so that they are able to help their children (ie: aris parent link, language acquisition, math, and technology

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2. Parents are offered workshops so that they are able to help their children (ie: aris parent link, language acquisition, math, and technology workshops). With the partnership of Computers for Youth, parents are trained on how to operate a computer, navigate the WEB and how to look for instructional activities for their children.

3. Our Parent Coordinator organizes activities such as open houses for the parents of existing students, cultural celebrations, and fundraisers. Parents are asked what types of workshops and activities they would like to participate at M.S. 328.

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
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

B. Programming and Scheduling Information--Continued

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Instructional Programs

The Manhattan Middle School for Scientific Inquiry, MS 328, offers a rich educational environment that strives to prepare middle school students to become lifelong learners and engaged members of society. A fundamental part of our school teaching philosophy includes high expectations for all students. With a population of about 60% ELL Spanish speaking students from which 25% are either SIFE or LTE students, it is our responsibility to provide a high quality standard-based education. In order to successfully achieve this goal, we have taken a variety of initiatives to accelerate language and academic learning for our ELL community, in particular, the SIFE and LTE students. These include programs such as the Accelerated Reader, ExC-ELL, and Great LEAPS. By implementing these programs during the past three years, we have targeted and addressed the needs of our students by providing them with differentiated academic and linguistic instruction. The ExC-ELL Pilot Program has been our best resource in properly serving our SIFE and LTE students. ExC-ELL focuses on reading strategies, vocabulary study and assessment data. This program has shown impressive results in progressing beginning and fossilized ELL students to an intermediate level of academic language acquisition. Also, during regular class instruction, as well as in our Saturday Academy and the after-school program, we will target students' English language development with ELLIS for Kids, a computer-assisted ESL intervention program that is based upon research on the importance of creating relevant, accountable, and culturally appropriate language learning experiences for ELLs. ELLIS helps students improve their writing, speaking, listening and reading skills, combining audio, video, voice recording, and native language instruction to create an engaging and results-driven environment. By providing rich, varied representation of content, the program provides "comprehensible inputs" that have been proven to impact positively on school success.

Native Language Arts

The Native Language Arts program accommodates strategies for improving instruction and student performance using the components of the Comprehensive Approach to Balanced Literacy. To support this implementation, the school will have a part time bilingual professional developer, and Spanish Language Arts teachers. We will be implementing a research-based Transitional Bilingual Education (TBE) Program as delineated by the New York City Department of Education. In this TBE program, students will receive academic instruction in both English and Spanish, their native language. According to the city and state guidelines, student with a beginner level of 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?

All ELL students have bilingual / ESL teachers in the content areas. Those teachers, like all teachers at MS 328, follow the workshop model. For ELLs, this means a consistent and predictable classroom structure and the chance to learn in an environment that is calibrated to their needs. Content area classes in Spanish have the same curriculum as those in English, which allows ELLs to access the same level of rigor as their counterparts in monolingual classes.

Art

Through Project Arts, we integrate the visual arts and music into education, providing students with the opportunity to improve their language skills in an authentic and engaging setting.

Technology

In addition, all bilingual students have access to technology to enhance their learning in all the content areas. Already, students have learned how to use computers for research and writing, and have interacted with English instructional materials via the World Wide Web. We are also providing students with adaptive software and electronic dictionaries.

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B. Programming and Scheduling Information--Continued

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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)?

In September 2011-12 Middle School 328 will have three Dual Language classes. One for the sixth grade, one for the seventh grade and one for eight grade who are bilingual (Spanish/English.)

Middle School 328 designed a comprehensive language allocation policy for the Dual Language class which addresses the need of continuity of the program as well as the academic needs of each student. Eighty percent of the teachers for this class are bilingual and speak Spanish.

Furthermore, a bilingual math teacher will support mathematics instruction. Program Evaluation, Assess Program, and Skills: Bilingual reading, writing, and speaking will occur throughout the curriculum of Manhattan

Middle School for Scientific Inquiry. Best practices, as supported by research, will be employed by faculty to develop competent bilingual readers and communicators. Students will be tested in their language skill mastery through presentations, portfolios, and academic performance.

Two Way Bilingual Immersion: Manhattan Middle School for Scientific Inquiry employs a curriculum that is taught 50% in Spanish and 50% in English, thereby establishing a comprehensive dual language program in which each component reinforces the other. Thus, students will be able to develop a comprehensive bilingual vocabulary. Furthermore, students will be able to choose among a variety of elective courses tailored to specific interests. MS 328 strikes to provide students with a content-rich and educationally relevant environment. Additionally, we seek to make educational content personally relevant to the lives of our student by relating lessons learned in the classroom to the realities of our student's daily lives and building bridges to the community which surrounds MS 328.

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.

Staff Development

Middle School 328 provides ESL strategies professional development sessions to the entire faculty during our Summer Institute, Professional Development days, Faculty Conferences, weekly grade and subject area meetings. This year we provided training to the entire staff in the use of ExC-Ell practices, Achieve 3000, Multicultural Awareness, and Literacy Circles. In addition, special education teachers and paraprofessionals have received training in Rigor and Wilson. The accumulated amount of professional development in Bilingual practices exceeds the mandated 7.5 hours.

Professional Development Plan: Manhattan Middle School for Scientific Inquiry demands that its staff serve as quality role models for the student body. MS 328 requires that each staff member submit a professional development plan on a 1-year and 3-year basis. These plans will be developed in collaboration with the curriculum director and principal.

Technology Training: Teachers of Manhattan Middle School for Scientific Inquiry will need ongoing training on how to use MAPP, ExC-ELL, Ellis and Accelerated Reader. In addition, teachers effectively need to learn how to track students academic progress. The training will include: how to use technology for individualized instruction and assessment and how to use reports for intervention and program monitoring; how to use curriculum content to address specific state standards.

ELA Organizations: MS 328 will be an affiliate of the National Council of La Raza (NCLR). As such, MS 328 will have access to all the professional development workshops offered by NCLR. Additionally, affiliations with the National Association of Bilingual Educators (NABE) and the National Clearinghouse for English Language Learners (NCELA) will afford the staff's access to myriad other resources for professional development. Both of these organizations also sponsor nation-level conferences for bilingual educational staff. The Center for Student Support Services (CSSS) is also available as a resource.

University Partnerships: Manhattan Middle School for Scientific Inquiry maintains a relationship with Columbia University, City College of New York, Lehman College of New York, and a variety of other post-secondary institutions which offer graduate level programs in bilingual education. This will significantly enhance the professional development opportunities available to our staff. Furthermore, MS 328 will have the capability to serve as a "real world" resource for those institutions of higher learning.

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Goals and Objective for Staff Development

Goal: Provide intensive, sustained, professional development

Objective: 1. Conduct on site training sessions for all participating instructional staff on how to use the teaching system

Objective: 2. Conduct on site training sessions for all participating instructional staff on accepting student reports

Objective: 3. Conduct on site training sessions for all participating instructional staff on how to use MAPP, ExC-ELL, Ellis, AR

Objective: 4. Conduct on site training sessions for all participating instructional staff on how to use new educational software learned from workshops attended.

MS 328 Data Inquiry Team

The data inquiry team has set upon the task of developing a school culture that generates, analyzes and uses data to better inform our pedagogical practices at MS328. This has been a multifold process that incorporates every aspect of our school's operation. In addition to tracking our schools' performance on standardized tests, predictives and ITA's, we have begun to analyze our students performance in the classroom, to implement strategies that we feel will assist their academic performance, and to construct a school culture in which teachers collaborate on ways to achieve best practices in our target areas. We also have looked at infrastructural issues that both assist and inhibit our ability to maximize the effects of our strategies.

Staff Professional Development hours are tracked by the Principal using a database to ensure that all requirements are met.

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. MS 328 communicates with parents in Spanish and English. We currently use in house personnel to translate documents, such as parent letters, containing school information into Spanish. Translation services and language interpreters are always available to assist parents with documents, questions or any concerns that they may have.

2. Parents are offered workshops so that they are able to help their children (ie: aris parent link, language acquisition, math, and technology

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2. Parents are offered workshops so that they are able to help their children (ie: aris parent link, language acquisition, math, and technology workshops). With the partnership of Computers for Youth, parents are trained on how to operate a computer, navigate the WEB and how to look for instructional activities for their children.

3. Our Parent Coordinator organizes activities such as open houses for the parents of existing students, cultural celebrations, and fundraisers. Parents are asked what types of workshops and activities they would like to participate at M.S. 328.

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)							12	26	32					70
Intermediate(I)							16	14	26					56
Advanced (A)							24	22	14					60
Total	0	0	0	0	0	0	52	62	72	0	0	0	0	186

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							7	21	17				
	I							5	3	16				
	A							26	30	21				
	P							14	8	18				
READING/ WRITING	B							12	24	31				
	I							16	16	28				
	A							23	20	13				
	P							1	2	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	24	17	1	0	42
7	30	10	0	0	40
8	37	14	0	0	51
NYSAA Bilingual Spe Ed		1	3	4	8

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	19		23		6		2		50
7	9	17	17	5	6	0	1	0	55
8	4	16	9	15	7	9	1	1	62
NYSAA Bilingual Spe Ed			2				9		11

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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)	61	30	21	26	7	8	10	11
Chinese Reading Test								

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

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

Our students' areas of challenge are reading and writing. Many of the students classified as Advanced on the NYSESLAT have mediocre writing scores, even though they excelled in other areas. Students at the Beginning and Intermediate level also received their lowest test scores in writing. A second area of challenge is reading comprehension; when analyzing long passages, our ELLs have trouble with vocabulary and structure. For some students, speaking is also a challenge; some students struggle with producing appropriate vocabulary and grammatical structures, while others are still in the pre-production stage. Across the board, speaking is students' strongest skill. This hierarchy of skills, with writing being the least developed and speaking the most, is a common one for Spanish-speaking ELLs.

Patterns across the NYSESLAT modalities directly affect instructional decisions of the ESL provider, special education service providers and classroom teachers. Instruction can be targeted and designed to meet each student's individual needs. In addition, this data supports our school goals to further support development of academic language for all of our ELLs and support their writing work through their content area classes.

As a team, school leadership, our ELL provider and support staff review student results on an ongoing basis. We have noticed that our data shows that our 78% of our ELLs who took the Mathematics State exam achieved either a beginner or intermediate score. At the same time

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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	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: 06M328 **School Name:** M.S. 328

Cluster: D. Maldonado **Network:** 532

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Upon arrival at our school, all parents are greeted by the Parent Coordinator. Our Parent Coordinator is bilingual, speaking English and Spanish. As 85% of the students/parent population is composed of immigrants from Spanish speaking countries, the Parent Coordinator assists the parent in completing 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. The majority of our parents speak either Spanish or English, therefore, all correspondence to parents about school activities is written both in Spanish and English and other languages, where applicable. There is a small percentage of parents who speak other languages, i.e. French, Arabic, Haitian Creole. We ensure that letters go home to these parents in their native language as well. Additionally, a large number of our staff is able to communicate with our parents in both English and Spanish.

Based on information from the home language survey, information regarding the language the parent speaks and writes is entered into ATS. Our school secretary reviews the data on a regular basis to check on missing or incorrect information in ATS. Information regarding parent language abilities are located in ATS. Our 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.

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 indicates 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. In the event we might have speakers of other languages i.e. Arabic, French, Haitian Creole, etc., 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.

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.

Once the language of the parent has been determined by the HLIS, our staff communicates in the designated language. Our pupil accounting secretary inputs the necessary information in ATS as part of the biographical information of the student. In addition parents fill out emergency blue cards in their native language.

Based on the trends of our school community, 85 percent of our families speak Spanish as a first language. The other ethnic group we have is of Arabic descent. The school has staff members that are able to communicate in the Arabic language and support the families.

At the beginning of the school year, all parents receive the translated Bill of Parents Rights and Responsibilities. We also have the mandated signs in prominent places in the building regarding translation services.

All official documentation sent to parents is sent in English and Spanish. Written translations will be prepared by school staff. Middle School 328 has bilingual administrators, teachers, paraprofessionals and office staff to prepare translated documents to families.

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.

Middle School 328 has a Parent Coordinator, Guidance Counselors, teachers, paraprofessionals, school aides and administrators who are bilingual. When oral interpretation is needed one of the above mentioned staff members supports parents with oral interpretation in case it is required. Middle School 328 has also staff members who can orally communicate in Arabic, German and French.

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

All members of our community are aware of the Bill of Parents Rights and Responsibilities, Safety Plan, CEP, School Report Card and Progress Report. All this information is available in the Parent Coordinator's Office. Parents are greeted by the parent coordinator upon arrival at the school.

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. The above mentioned information is also revisited during parent association monthly meetings.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: M.S. 328	DBN: 06M328
Cluster Leader: Debra Maldonado	Network Leader: Benjamin Soccodato
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 192
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> *6 <input type="checkbox"/> *7 <input type="checkbox"/> *8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 10
of certified ESL/Bilingual teachers: 5
of content area teachers: 5

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: In both our after school program and our Saturday Academy, we will target our ELL students' English skills development. For this purpose, we will use ELLIS. We purchased this program with other funding, and feel it is a good educational focus for the supplemental instruction. ELLIS for KIDS (English Language Learning Instruction) is a technology-based ESL intervention program, which builds vocabulary and literacy. It combines audio, video, voice recording, and native language instruction to support and create an engaging, research-based environment for every level of English language acquisition. This program can be used to enhance second language acquisition. We are also implementing the ExC-Ell program which focuses on vocabulary development as well as the Accelerated Reader Program and the Accelerated Math Program.

We will also target mathematics for our ELL's across the grades. A bilingual math teacher will provide small group instruction to focus on problem solving skills and multiple representations in math. Students will deconstruct word problems with ESL methodologies, so that they may improve their English skills. We will also use the River Deep and Accelerated Math programs. These programs allow teachers to customize lessons according to students' individual needs.

Students in the after school Program and Saturday academy will attend field trips to the library, the movies and Broadway theater.

Students Served: Bilingual ELL students in grades 6, 7 and 8.

Frequency and Duration for our after school program: Our after school program will take place on Wednesdays from 3:00 p.m. – 4:30 p.m., from November 2011 to April 2012 for a total of 16 sessions.

Facilitators for our after school program: 3 bilingual and ESL teachers. Each class will have approximately 15 students.

Frequency and Duration for our Saturday Academy: Saturday Academy Program will take place on Saturdays from 8:30 am – 12:30 pm., from November 2011 to May 2012 a total of 16 sessions.

Facilitators for our Saturday Academy: 5 certified bilingual and ESL teachers. Each class will have approximately 15 students.

Materials used for both programs: ELLIS, Accelerated Reader, Accelerated Math Software, My On Virtual Library software, River Deep Program, Laptops and math manipulatives.

Assessment: We will assess our after-school and Saturday program through a number of methods. First, the students will show improvement on their report cards. We expect to see improvement on

Part B: Direct Instruction Supplemental Program Information

teacher - made assessments, as well as unit tests. Students will be able to monitor their own progress through the use of the Accelerated Reader and Accelerated Math and River Deep Programs. Furthermore, we expect to see improvement in the State 6th, 7th and 8th grade mathematics exam, as well as on the NYSESLAT test. For those students who are eligible, we expect to see an improvement on the ELA exam as well. Student attendance will be a measure of the program's effectiveness. Lastly, parents, students and teachers will complete surveys as to the programs effectiveness.

Part C: Professional Development

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

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

Begin description here: Title III teachers will receive professional development in a continuous and on-going basis. All teachers will have an understanding of an effective framework for teaching by participating in the implementation of a Professional Development Cycle which will provide them with written feedback. Professional Development will aim at strengthening teacher practice/effectiveness by developing a shared understanding of instructional excellence based on Enhancing Professional Practice by Charlotte Danielson.

The Bilingual Coordinator will assist bilingual teachers by conducting demonstration lessons, conducting conferences, helping teaches analyze data, on-going assessments and use of technology across all curriculum areas. The purpose of the Bilingual Coordinator will be to provide the necessary tools that will help teachers enhance their lessons, promote engagement and target different learning styles. In addition to the supplemental support to students and teachers, the Bilingual Coordinator will support our efforts to help us improve our parental involvement initiatives with a strong emphasis on parents of ELL students.

Teachers: Ms. Susanna Ramirez, Mr. Guillermo De La Rosa, Mr. Oscar Guilamo, Ms. Miryam Baccouche, Ms. Jessica Diaz, Ms. Haydee Montanez

The PD activities will be conducted during teachers' common planning and demos and inter-visitations during common preparatory periods. Professional Development will be conducted by our Bilingual Coordinator, Ms. Susanna Ramirez.

Frequency: Title III teachers will observe these demo lessons approximately once a week. Note: Title 1 and Tax Levy funding will be used to supplement the costs of the bilingual coordinator.

Teachers will also participate in study groups. Approximately 4 teachers will participate for a total of 10 sessions. The study group sessions will consist of teacher collaboration of best practices, analyzing student data, examination and coordination of curriculum map, and inter-disciplinary planning.

Part D: Parental Engagement Activities

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

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

Begin description here: The Bilingual Coordinator and guidance counselor involved in the program will hold monthly parent workshops. These workshops will be held to assist the parents in developing an understanding of the program. In addition to how their child is benefited by the program, we will also cover topics such as “How Children Who Are New To The U.S. Deal With Self-Esteem”. “What Assessments Will Your Child Encounter This Year And How Can You Help?” and a "Guide to First Year Test Taking". Mr. Oscar Guilamo will provide this Professional Development. Our Parent Coordinator, Mr. Victor Lopez will contact parents via our school messenger service, correspondence and emails.

As part of these workshops we will have study groups with parents in which they will have available literature that deals with parent-student related issues. The school has a Parents’ library in which books and videos are available to them on a circulation basis. In addition, parents will participate in a Saturday Program which enables parents and students’ to become active participants in a lesson. This program will run from January 2012 through April 2012 for a total of 5 sessions and will be facilitated by a certified bilingual teacher. Title III funds will pay per-session for the bilingual facilitator.

These monthly workshops will begin in January 2012 through April 2012 and will be held from 1:00 – 3:00pm. We will assess our parental involvement piece by increasing the number of participants each month.

Part E: Budget

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

Allocation Amount: \$0

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 		A
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development 		

Part E: Budget

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

Allocation Amount: \$0

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