



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: MARIA TERESA MIRABAL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 06M319

PRINCIPAL: YSIDRO ABREU

EMAIL: YABREU@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELSA NUNEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Ysidro Abreu	*Principal or Designee	
Zvia Ratz	*UFT Chapter Leader or Designee	
Vivian Morales	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Daniel Thomson	Member/Teacher	
Yoly Sanchez	Member/Parent	
Jay Colon	Member/ Asst. Principal	
Belkis Poche	Member/Parent	
Tiffany Braby	Member/Teacher	
Julissa Espinal	Member/Parent	
Allison Farmer	Member/Teacher	
Eugenia Nunez	Member/Parent	
Magarita Rosa	Member/Parent	
Lisbel Rodriguez	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2013, 70% of Literacy teachers will improve a level as per the Danielson rubric in using assessment in instruction (3d) as well as improve their questioning techniques (3b) as per school created data software thus improving literacy teacher effectiveness by developing a shared understanding of instructional excellence.

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.
After conducting a three-year trend analysis of student performance data on state assessments, it was determined that all student groups need to show an increase in performance on the English Language Arts assessment. As a result, we have made ELA progress for our students a priority goal for the school year and are addressing it by targeting the teachers through staff development.

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) key personnel 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.

Activity #1

- *Professional Development: PD will be given on the following topics: Interim assessments to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.*
- *Target Population(s): All ELA Teachers*
- *Responsible Staff Members: Assistant Principals, Staff Developers (internal and external), Coach and Data Specialist*
- *Implementation Timeline: September 2012 through May 2013*

Activity #2

- *Use of a Data Room: A data room will be designated so that coaches and other instructional teacher teams will have a designated location to be trained in the use of disaggregated student data. This will include the use of cross curriculum data, made accessible in the room, focusing on ELLs/SWDs and at risk students. Activities carried out in the data room will include monitoring student progress, setting initial goals for groups and individual students in ELA, programmatic implications based on indicators of interim progress assessment results and follow-up activities. Responsible staff will facilitate discussions of the students' progress and strategies for improved student outcomes, including L1-4 students.*
- *Target Population(s): Teams of Teachers working with students not making acceptable gains.*
- *Responsible Staff Members: Assistant Principal, Coaches, Data Specialist.*

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- *Weekly interactive letters to parents (school information, workshops, technology training etc.)*
 - *The school will host a Back to School night and explain to parents what they children will learn throughout the school year and how to assist them.*
 - *The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.*
 - *Parents will be trained on how to use M.S. 319 Parent Link and to check their child's grades online using E-Chalk.*
- *The Parent Coordinator will accompany parents on periodic Learning Walks to increase their connection to the school community and gain input on how to involve parents in their children's education*

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- *All students will participate in our literacy-based program that has been established as part of the overall instructional program.*
- *The school has a Sapis worker that works with the students to improve attendance and violence prevention.*
- *The school has designated \$250.00 for students with temporary housing*
The Children's Aid Society afterschool program to assist with Literacy skills, parental involvement and homework help

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2013, 60 % of students will show progress in their writing skills in using textual evidence to support arguments and/or claims in all grade levels as measured by our periodic writing practicum giving three times throughout the year and graded using a school wide rubric.

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.

After conducting a three-year trend analysis of student performance data on state assessments and school wide writing assessments, it was determined that all student groups showed increases in writing ability but still need to improve in using textual evidence to support students' claims and/or arguments.

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) key personnel 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.

Activity #1

- *Professional Development: PD will be given on the following topics: Using rubrics in the writing process; "Lifting lines" (using quotations) from texts to support arguments and/or claims; teaching students to address questions asked (boxes and bullets); Common Core*
- *Target Population(s): All teachers.*
- *Responsible Staff Members: Assistant Principals, School Cabinet, Staff Developers (internal and external) Coach and Data Specialist*
- *Implementation Timeline: September 2012 through May 2013*

Activity #2

- *School wide Writing Common Core Tasks Assessments(3 in each grade level 6th, 7th & 8th /Non fiction): A school wide writing assessment will be given three times throughout the year. (Common Core Assessment Task)*
- *Target Population(s): All ELA and Social Studies Teachers*
- *Responsible Staff Members: Assistant Principals, Cabinet, Coaches, Data Specialist.*
- *Implementation Timeline: November 2012, January 2013 and March 2013*

Steps for Including teachers in the decision-making process

- *Teachers will meet in grade-level and cross functional teams to review student data gathered from writing assessments.*
- *Staff determined that a 2% increase in student performance would be the interim benchmark used of by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.*

Periodic Assessment Dates: November 2012, January 2013 and March 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Students' grades will be posted online as well as the writing assessment grade will appear on the students' report cards starting with the second marking period.
 - The Parent Coordinator will conduct monthly parent walkthroughs and parents will provide feedback to the principal.
 - Parents receive a weekly interactive letter which notifies them of school functions and allows them to offer feedback on school activities and programs.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- *All students will participate in our literacy-based program that has been established as part of the overall instructional program.*
- *The school has a Sapis worker that works with the students to improve attendance and violence prevention.*
- *The school has designated \$250.00 for students with temporary housing*
- *The Children's Aid Society afterschool program to assist with Literacy skills, parental involvement and homework help.*

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2013, Provide Staff development to teachers that will incorporate the use of technology to differentiate instruction in the classrooms to address the needs of E.L.L.s.

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.
. After conducting a three-year trend analysis of student performance data on state assessments, it was determined that our E.L.L. students need to show an increase in their ability to succeed in the modalities of reading, writing, speaking and listening. As a result, we have made the progress for our E.L.L. students a priority goal for the school year and are addressing it by targeting the teachers through staff development

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) key personnel 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.

Activity #1

- *Professional Development: PD will be given on the following topics: Smartboard, Excel, PowerPoint, Exc-ELL vocabulary acquisition, the Elmo, listening centers, Independent Learning Centers, neos and laptops to differentiate instruction.*
- *Target Population(s): All teachers.*
- *Responsible Staff Members: Assistant Principals Cabinet, Staff Developers (internal and external), Coaches and Data Specialist*
- *Implementation Timeline: September 2012 through May 2013*

Activity #2

- *Creation of a school wide calendar setting technology goals for every content area to produce one grade wide project..*
- *Target Population(s): All teachers.*
- *Responsible Staff Members: Assistant Principal, Cabinet, Bilingual Coordinator, Technology Coordinator, Coaches, Data Specialist.*
- *Implementation Timeline: September & October 2012.*

Steps for Including teachers in the decision-making process

- *Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments and discuss best practices and model for one another. .*
- *Staff determined that a 2% increase in student performance would be the interim benchmark used of by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.*

Periodic Assessment Dates: November 2012, January 2013 and March 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Parent classes to learn how to check students' grades online.
 - Parent learning walks conducted monthly and feedback given to the principal.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I _____ Title IIA Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- *All students will participate in our literacy-based program that has been established as part of the overall instructional program.*
- *The school has a Sapis worker that works with the students to improve attendance and violence prevention.*
- *The school has designated \$250.00 for students with temporary housing*
- *The Children's Aid Society afterschool program to assist with technology skills, parental involvement and homework help.*

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

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.

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) key personnel 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.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ANNUAL GOAL #5 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 #5

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

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.

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:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	SRA kits, small group instruction, Acuity, EMC, Renaissance Reading, Skills Tutor, Focus on Fluency	Small Group tutoring	Before school, after school and During the school day
Mathematics	Skills Tutor, small group instruction	Small Group tutoring	Before school, after school and during the school day
Science	small group instruction, Study Island, Science Test Boot Camp	Small Group tutoring	Before and after school
Social Studies	Study Island	Small group	During school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual and small group services	Small group and one to one	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- *Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers in all disciplines.*
- *The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
- *Mentors are assigned to support struggling and un-qualified teachers.*
- *Hiring committee to conduct interviews and demo lessons*
- *Summer training for newly hired staff*

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Benjamin Soccodato	District 06	Borough Manhattan	School Number 319
School Name Maria Teresa Mirabal			

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

Principal Ysidro Abreu	Assistant Principal Penelope Duda
Coach Nathalie De La Mota	Coach Robert McDougall/Literacy
ESL Teacher Tiffany Braby	Guidance Counselor Ruth Santos
Teacher/Subject Area Denise Jimenez/Literacy ESL	Parent Vivian Morales
Teacher/Subject Area Guillermina Reynoso/Math	Parent Coordinator Willie Frias
Related Service Provider Orlando Diaz/Math	Other type here
Network Leader Karen Marino	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	4	Number of certified bilingual teachers	9	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	7	Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	652	Total Number of ELLs	256	ELLs as share of total student population (%)	39.26%
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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. 

Prior to the beginning of the school year, student data is looked at by the bilingual team. This helps us to identify incoming students in all grades, but specifically in 6th grade who have less than three years in the U.S.A. This assists us in determining placement of those students. Students who are still considered ELL's and belong to the transitional bilingual program are scheduled for ESL classes by language competency level: Advanced, Intermediate, and Beginning. This identification helps us to monitor the amount of minutes on native language instruction and English. Additionally, some of the ATS reports we use to ensure that all of our eligible ELLs receive the NYSESLAT annually are RLER the RLAT and the RMSR. We use these reports to ensure we test our eligible newcomers, our students who continue to be ELLs are properly tested. Finally, we make sure to identify our students who test out of ELL status according to the NYSESLAT results.

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

During the school year the school Assistant Principal, ESL teacher, or a certified pedagogue will assist the parents of newcomers to fill out the Home Language Identification center survey (HLIS) and conduct an informal interview if needed to determine the correct placement of the students. We also provide our parents assistance with the translation of forms in person or over the mail as needed. Once the surveys are completed, the LAB-R can be administered to determine English and Spanish (for our Spanish speaking ELLs) proficiency level. After having tested a newly arrived Spanish speaking ELL and hand scoring his/her LAB-R we conduct the Spanish LAB-R to determine their proficiency in their home language. We make sure to assess the students proficiency in all of the language modalities for students who are spanish speaking ELLs. The results of the hand score of the Spanish LAB-R provides us with a deeper insight on how we can further support the student. For example, if we find that a particular student receives a failing score in the Spanish LAB-R we immediately provide additional remedial instruction in his or her home language. It is common research based knowledge that a student who is strong in his or her home language will develop strong language skills in the second language that is being acquired. Having a realistic sense of the child's native language in all modalities inform the kind of support we should be providing, both in the home language and in English during the instructional day. This process is ongoing because new students enter the school on a regular basis throughout the year. Parents of students who have failed the LAB-R are notified by entitlement letters sent home via backpack and through phone calls and personal outreach to parents at entrance and dismissal. We adhere to the 10 day maximum compliance deadline for newcomers to be surveyed, tested and sit for parent orientation.

To ensure that parents understand all three program choices, parents are invited to attend an ELL Parent Orientation to watch a video that explains each program type and to give parents the opportunity to fill-out the forms, choose the program best suited for their child and ask the necessary questions about student placement. Parents are notified about the workshop a week in advance as soon as their child has been identified as an ELL. Letters are sent home in their native language and parents are given the choice to attend the

orientation during or after school hours. Multiple opportunities for orientation and completion of parent survey are provided in order to work around their schedules. Interpreters in the parents' native language are also provided within our staff.

After reviewing the Parent Survey and Program Selection forms for this year, the trend in program choice that five out of five of our parents have requested has been Transitional Bilingual Education Program. The program model offered at M.S. 319 is directly aligned with the parents request. In the case that parents do not choose an ELL program the default program is biligual education.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							1	1	1					3
Dual Language (50%:50%)							1	1	1					3
Freestanding ESL														
Self-Contained														0
Push-In							2	2	2					6
Total	0	0	0	0	0	0	4	4	4	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	236	Newcomers (ELLs receiving service 0-3 years)	96	Special Education	57
SIFE	40	ELLs receiving service 4-6 years	83	Long-Term (completed 6 years)	57

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)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	61		3	14		2	4		1	79
Dual Language	19			15			7			41
ESL	10		2	57		14	46		8	113
Total	90	0	5	86	0	16	57	0	9	233

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							30	30	30					90
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							2	2	1					5
Haitian														0
French							1		2					3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	33	32	33	0	0	0	0	98

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	EL	EP	EL	EP	EL	EP										
Spanish													19	11	12	14	14	16	45	41
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	19	11	12	14	14	16	45	41											

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): 82

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino: 41

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1	1	1					3
Haitian									1					1
French							1		1					2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	2	1	3	0	0	0	0	6

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. How is instruction delivered?

a. Organizational Models

TBE Program

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

Freestanding ESL

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

Dual Language

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

b. Program models

In the 2010-2011 school year, the 6th, 7th and 8th grade TBE classes were self-contained classes that traveled together as a group. They received ESL in five, two period blocks per week. All students who are newly arrived in the New York City Department of Education system receive ESL instruction in a small group setting. The "Newcomers" are pulled out by a certified ESL teacher during the double-block ESL period. These students receive ESL instruction in BICS, preparing them for conversation with peers and teachers at their new

A. Programming and Scheduling Information

school. These students also receive cultural information about their new country. The students are exposed to ESL websites on the “Independent Learning Center”, which is a four year old initiative at MS 319. These “ILCs”, are stations of six computers where the students can log onto websites at various language proficiency levels. The teacher for this small group of students monitors their usage and their progress. To prepare for the NYSESLAT exam, the 6th, 7th and 8th grade ELLs participate in Friday language clinics. These clinics are carousel style learning experiences where the students receive topics that match the areas they are having difficulty with. For example, if the student is having difficulty with prepositions of place, the child would participate in a clinic on that topic. These clinics afford the children a fun opportunity to laser in on their areas of weakness without making it an arduous experience. The students earn tickets for participation as well as for correct responses, which can later be turned in for prizes. In addition to this we successfully continued our implementation of the Dual Language Model in grade 6. This is a second year initiative that we are expanding as we will have a grade 6, 7, and grade 8 Dual Language Class.

Students that both ELL'S and EP'S receive English and Spanish Instruction on a weekly basis. One week in English and one week in Spanish. Students receive instruction in both English and the target language through ELA, Math and Science. Social Studies is taught in English. Students receive support in Social Studies via back to back books, dictionaries, glossaries and heterogeneous pairing of ELL'S with EP'S.

c. Instructional approaches and methods

Content areas

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

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

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

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

A. Programming and Scheduling Information

materials in both languages to assist students in that specific subject. There is also a variety of reading levels in both subjects. Accelerated Reading program levels are used in order to facilitate students' increase in reading and vocabulary comprehension as well as to promote independence and ownership of learning.

Explicit ESL

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

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

Push-in and pull-out programs

MS 319's ESL teachers use the pull-out and push-in program to ensure that Advanced ELLs in the monolingual classes receive the mandated number of instructional minutes per week (180 minutes). Advanced ESL students still in need of language support according to their NYSESLAT and ELA levels are also given ESL support within their literacy classrooms. ESL teachers use Focus on Grammar and Rigor books to work with students in need of support with their reading fluency during the pull-out periods. Teachers also use the EMC reading program for Long Term ELLs. Teachers work on listening skills through the use of listening centers and discrete listening activities, as well as on writing conventions. Whether they are pulling out or pushing into their classes, ESL teachers plan with the content area teachers to ensure that they are supporting the work that happens in the classroom and that ESL students are not missing important content instruction. ESL teachers have access to the classroom teachers' conferencing logs, notes and other qualitative as well as quantitative data regarding their students. Access to existing data ensures that the students are not "Over Tested" by re-administering diagnostics that the classroom teachers already have data for. In addition, our long term ELLs and TBE students will use an innovative program called "My Access Writing", to improve and further their understanding of the writing process and direct application of high school and college readiness for essay writing.

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

a. Explicit ESL

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

A. Programming and Scheduling Information

b. Explicit ELA

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

c. Explicit NLA

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

d. Content areas (see Table A)

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

3. Differentiating instruction for ELL subgroups

a. SIFE Instructional Plan

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

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

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

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

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

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

There is a library in every bilingual classroom that contains books in SIFE student’s native language as well as in English that he/she is able to read. There are different literary genres and most important there are also non fiction books at the student’s reading levels

A. Programming and Scheduling Information

that allow subject teachers to recommend students to use support grade levels curriculum in math, social studies, science, and literacy. Students work in groups providing students a greater opportunity to read, write, listen, and speak for information and understanding, literary response and expressions, critical analysis and evaluation and social intervention.

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

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

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

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

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

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

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

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

IDENTIFICATION

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

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

INFORMATION ASSESSMENT

ESL teacher made assessment is provided to the students with the objective of assessing: student’s ability to read, write, listen, and speak with similar tests to the NYSELAT tests. This helps the teachers to set language goals for the students. The assessment process occurs informally throughout the school year, but a formative school wide assessment to evaluate progress is conducted during mid school year. This helps teachers to evaluate student progress which at times means: changing their ESL class (grouping) from one group to another (for example; from intermediate to a more advanced group). At times, perhaps means increasing the amount of English

A. Programming and Scheduling Information

instructional time due to progress in language competency. Prior to the end of the school year a similar assessment is conducted which allows teachers to work specifically in language skills that students need to improve. Then, the formal assessment occurs (NYSELAT). Students have the right to go into a Spanish transition class in which the major subjects are taught in their native language (Spanish).

CLASSROOM ACTIVITIES

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

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

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

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

COLLABORATION/PARENTAL INVOLVEMENT

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

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

A. Programming and Scheduling Information

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

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

- Cultural celebrations
- Fundraisers
- Parent volunteers

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

IDENTIFICATION

Prior to the beginning of academic year 2010-2011, the MS 319 Bilingual Team reviewed available data for our incoming 6th grade students. We look specifically at the elementary school testing history, including NYSESLAT data and ELA scores when applicable. We also review cumulative records and IEPs when applicable. The team first looks to identify potential ELLs, then to place them appropriately in either Transitional Bilingual classes, monolingual classes with ESL support services. This process continues as students are registered throughout the academic year. This is the same process for the students who have been previously enrolled in our school. The team continues to review student data, scores and teacher recommendations to adjust any placements which become inappropriate due to rapid growth and progression.

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

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

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

PULL OUT/PUSH IN ESL

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

ASSESSMENT

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

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

A. Programming and Scheduling Information

if needed the child is evaluated for special education services.

d. Plan for ELLs identified as having special needs

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

4. Transitional support for Proficient ELLs

For at least one year after MS 319 students achieve levels of Proficient on the NYSESLAT test, they remain in an ESL class, receiving instruction using ESL methodologies through Social Studies and Science content. In addition, all teachers of other subjects are given, along with a list of ELLs, a list of "former ELLs" so they are aware who in their classes needs continued support. Teachers are also given training on ESL strategies through professional development sessions, such as ExcELL and QTEL, (see Section VII, Question 2). Furthermore, the former ELLs benefit from reduced class size in their ELA and Math classes (20 students per class).

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

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

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

- * Consistent monitoring of 37.5 participation through parental calls and interventions
- * Afterschool Bootcamps in the areas of ELA, Math, Science and Social Studies
- * Students receive ESL instruction through Social Studies by a certified ESL Teacher
- * Professional development on ELL strategies is offered to all teachers
- * Access to glossaries, bilingual dictionaries, back to back bilingual books, buddy system
- * Alignment of pacing and curriculum maps through core-standards
- * Option of participation of Title III Letters and Afterschool Program
- * Pull-outs for Math and Literacy Interventions
- * Small class size in ELA and Math classes

Part VII. Resources and support

1. Instructional materials

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

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

MS 319 actively participates in the Renaissance Reading Program. Through this program students are assessed for their Zone of Proximal Development reading level and check out books from the library that correspond to their reading level. Their reading

A. Programming and Scheduling Information

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

2. Professional Development

During 2010-2011 school year, MS 319 has conducted three full-staff professional development sessions on ELLs. The first session, which happened before the students started classes, focused on the identification of ELLs in all classes, using NYSESALT data, and strategies to use with ELLs. All teachers were given lists of the ELLs in their classes and trained in how to create a “buddy system” by pairing ELLs with non-ELLs in their classrooms.

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

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

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

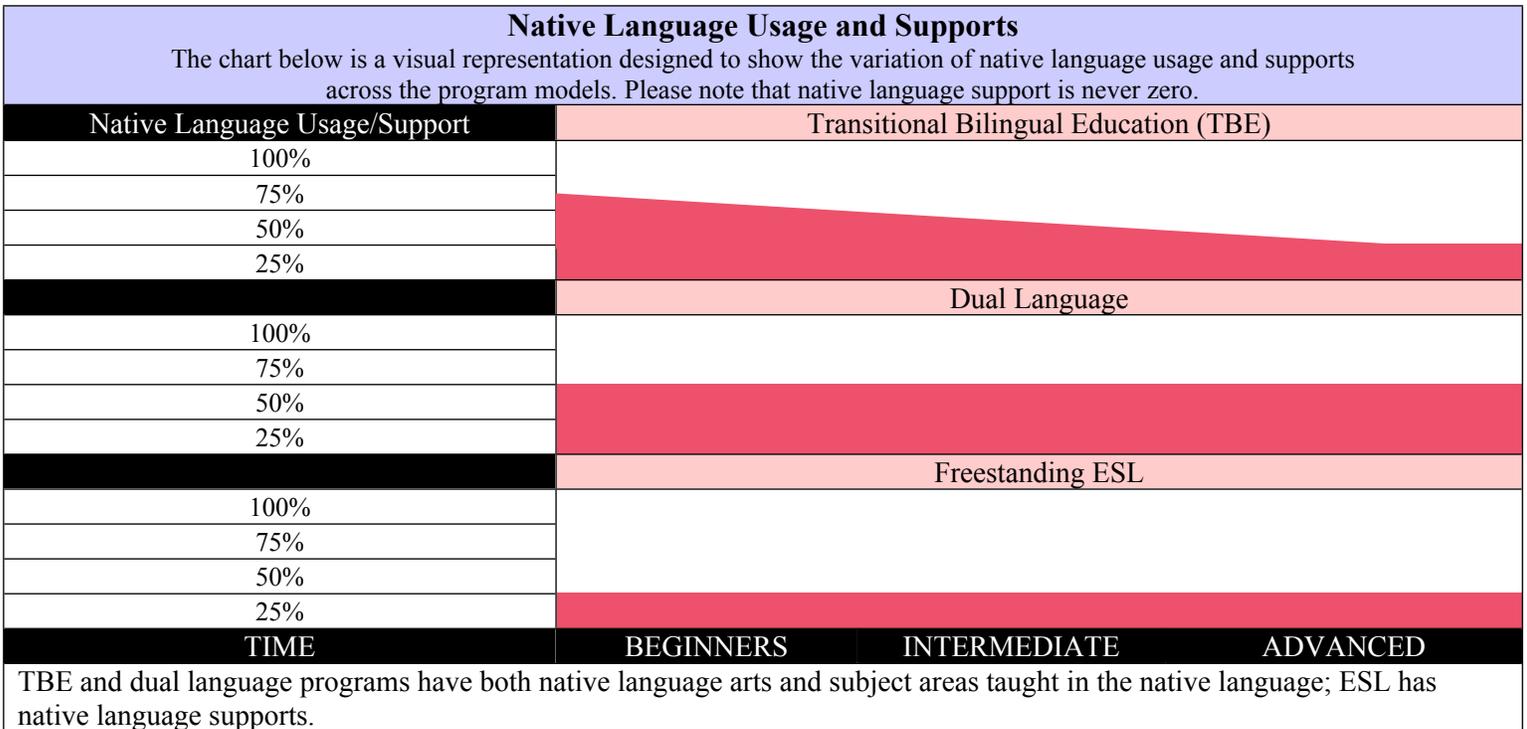
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish			
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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?

Sixty six percent of our students here at M.S. 319 are English Language Learners or former English Language Learners. It is our priority as a school and a community to ensure that the needs of our population are met. Our ELLs not only have access to all the instructional and extracurricular programs at the school but all of our ELLs receive their mandated ESL pull outs. Additionally, we make use of out title III funding to target the language and content needs of our students. Our Title III program currently serves one hundred and sixty six of our English Language Learners. Additionally, we have another after school program (not under title III) which services the remainder of our English Language Learners in need of additional instruction. With our title III funds we provide additional support outside of the mandated services in four times a week. We provide English instruction Mondays and Wednesdays from three pm until four thirty and on Tuesdays and Thursdays we provide additional instruction in Math on the same aforementioned times. The Language of instruction is English.

All of the materials used during the instructional day, AIS and after school are all based on needs of each grade and class. For example: for our pull out periods we are currently using the Focus on grammar books for grades 6, 7 and 8th which cover many of the concepts our ELLs need to master according to the reading and writing data results. For our after school title III Language support we are using Read-in Writer by grade level as well as the Finish Line texts which have proven to be highly effective with our learners. Finally, to enhance and improve the quality of writing across the school with our English Language Learners we will be making use MYACCESS writing which is both academically appropriate and language acquisition appropriate for our students. Additionally, Student support levels according to age & grade levels- At MS 319 our ELL population participates of a variety of activities not only in the area of academics but on the artistic and social level. Examples of this are town halls by grade levels that emphasize cultural and educational aspects of students academic life via performances, discussions, Ready for College Initiatives, as well as E-Clubs (Enrichment Clubs) where students participate from a wide available menu items such as Environmental Club, Music Appreciation, Art & Technology, Sports, Basketball and many others. Newly arrived are supported via a "buddy system" where a native speaker of English is paired with a new comer students to assist the student in becoming familiarized with school wide initiatives and the cultural aspects of adapting to new surroundings. From an academic perspective, students work with new comers heterogenously in small groups. New comers participate of all MS 319 initiatives such as school wide clinics , literacy celebrations.

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

Transitional support for Proficient ELLs

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

Students are offered several language electives such as NLA, English and French through direct classroom instruction or through E-Clubs

that are done during the school day.

Our intervention programs for ELLs in ELA, Math and other subjects and content areas are as follows:

TBE Program

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

Freestanding ESL

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

Dual Language

Last year was the second year of implementation of the Dual Language Program. Our Dual Language Program out performed both their monolingual peers and TBE peers on both the ELA & Math Test. At MS 319, we use the 50/50 weekly model, whereby, students receive Math and ELA one week in English and one week in Spanish. This also applies to Science. This is how we provide native language support in our Dual Language program. The only subject taught in English is Social Studies; to assist students in Social Studies, glossaries, bilingual dictionaries and Social Studies Textbooks in both English & the Native Language. This is one program which has demonstrated to be successful for our English Language Learners. We will consider continuing the program across 6, 7 and 8th and possibly adding an additional 6th grade Dual Language class for the upcoming school year.

b. Program models

In the 2010-2011 school year, the 6th, 7th and 8th grade TBE classes were self-contained classes that traveled together as a group. They received ESL in five, two period blocks per week. All students who are newly arrived in the New York City Department of Education system receive ESL instruction in a small group setting. The "Newcomers" are pulled out by a certified ESL teacher during the double-block ESL period. These students receive ESL instruction in BICS, preparing them for conversation with peers and teachers at their new school. These students also receive cultural information about their new country. The students are exposed to ESL websites on the "Independent Learning Center", which is a two year old initiative at MS 319. These "ILCs", are stations of six computers where the students can log onto websites at various language proficiency levels. The teacher for this small group of students monitors their usage and their progress. To prepare for the NYSESLAT exam, the 6th, 7th and 8th grade ELLs participate in Friday language clinics. These clinics are carousel style learning experiences where the students receive topics that match the areas they are having difficulty with. For example, if the student is having difficulty with prepositions of place, the child would participate in a clinic on that topic. These clinics afford the children a fun opportunity to laser in on their areas of weakness without making it an arduous experience. The students earn tickets for participation as well as for correct responses, which can later be turned in for prizes.

c. Instructional approaches and methods

Content areas

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

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

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

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

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

Explicit ESL

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

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

Push-in and pull-out programs

MS 319’s ESL teachers use the pull-out and push-in program to ensure that Beginner and Intermediate ELLs in the monolingual classes receive the mandated number of instructional minutes per week (360 minutes). Advanced ESL students still in need of language support according to their NYSESLAT and ELA levels are also pulled out or given ESL support within their literacy classrooms. ESL

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

Dual Language Program

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

a. Explicit ESL

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

b. Explicit ELA

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

c. Explicit NLA

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

d. Content areas (see Table A)

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

3. Differentiating instruction for ELL subgroups

a. SIFE Instructional Plan

At MS 319 the Staff Development Team (specifically the Bilingual Coordinator) begins by making sure that every child that is

registered in our school is taken through the process of identification and scrutiny for ESL services. A designated bilingual teacher in conjunction with the Bilingual Coordinator, look at the student's information when students are registered and classify students accordingly.

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

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

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

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

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

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

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

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

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

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

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

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

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

*Dual Language Pacing Calendar alignment to the school's ELA curriculum and to the Core Standards

* ESL & Bilingual Pacing Guides aligned to the school's ELA curriculum and to the Core Standards

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

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

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

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

C. Schools with Dual Language Programs

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

Last year was the second year of implementation of the Dual Language Program. Our Dual Language Program out performed both their monolingual peers and TBE peers on both the ELA & Math Test. At MS 319, we use the 50/50 weekly model, whereby, students receive Math and ELA one week in English and one week in Spanish. This also applies to Science. The only subject taught in English is Social Studies; to assist students in Social Studies, glossaries, bilingual dictionaries and Social Studies Textbooks in both English & the Native Language are provided. Classes 706 and 606 are the two Dual Language classes that MS 319 had in 2010-11. Math, Science and ELA are taught utilizing the traditional roller coaster model, the only difference being one week in English and one week in Spanish. According to our LAP, Social Studies is taught in English with resources such as textbooks, glossaries and buddy system in the native language. Skills are taught in both native and second language. English proficient students are paired with native speakers heterogeneously and vice versa, thus ensuring a 50/50 balance of language acquisition.

D. Professional Development and Support for School Staff

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

During 2010-2011 school year, MS 319 has conducted three full-staff professional development sessions on ELLs. The first session, which happened before the students started classes, focused on the identification of ELLs in all classes, using NYSESALT data, and strategies to use with ELLs. All teachers were given lists of the ELLs in their classes and trained in how to create a “buddy system” by pairing ELLs with non-ELLs in their classrooms.

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

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

E. Parental Involvement

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

COLLABORATION/PARENTAL INVOLVEMENT

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

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

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

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

- Cultural celebrations
- Fundraisers
- Parent volunteers

Every year, several staff members create a series of workshops where parents receive information and orientations around how to help their children with academics and school life regardless of language, social class or race. These workshops are offered in both English and Spanish and translated as well. Parents receive valuable information and introductions to technology and getting themselves and their child for the 21st Century, college and the work force. Paste response to questions 1-4 here

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)							17	14	14					45
Intermediate(I)							25	18	30					73
Advanced (A)							44	23	23					90
Total	0	0	0	0	0	0	86	55	67	0	0	0	0	208

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							3	7	5				
	I							19	8	9				
	A							33	20	23				
	P							31	20	31				

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
READING/ WRITING	B							17	13	11				
	I							24	17	32				
	A							37	22	22				
	P							8	3	2				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	29	29	11	1	70
7	30	30	3	0	63
8	24	27	10	0	61
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	9	6	27	12	20	4	5		83
7	8	3	24	11	19	8	1		74
8	8	6	29	16	13	7	2		81
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8			6		14		8	26	54
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Integrated Algebra	5	7	4	7
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment		7		4
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)	55	77	64	81				
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.

1. MS 319 uses the Accelerated Reading program to assess students' reading skills. Students take a reading test at the beginning of the year to determine their reading level. Students then read books that are on this level. Students take reading quizzes to assess their comprehension of the books. Teachers use the reports that Accelerated Reader generates to assess students' understanding of text and recommend that students increase (or decrease) the level of books that they read.

The use of Accelerated Reader is particularly effective with ELLs because they are able to choose the texts that they read (as long as they are within the range of appropriate levels). ELLs participate in the reading contests that the school promotes to encourage students to take quizzes. Teachers can get constant, rapid feedback on students' understanding from the quiz reports and can work with students to adjust the level of the books they are reading to ensure that students are reading books that are "just right."

Accelerated reader data shows that students in the TBE classes are reading in the range of 2.3 (Beginner Level classes) to 5.1 (Advanced classes). Students pass quizzes as or more frequently as students in monolingual classes, although the points earned by the bilingual classes are lower because many of the students read shorter books and more picture books in order to help support their comprehension. Accelerated Reader awards points according to lexile levels of the books. Teachers can use the point data to monitor their students' reading choices to see if they are reading books that suit their needs, such as picture books or low level/high interest books.

2 and 3. The majority of MS 319 students in all grades have Reading and Writing as their area of focus as measured by the NYSESLAT scores. Therefore, the main focus of instruction for ELLs is improving reading and writing skills. MS 319 focuses instruction on reading and writing through several methods:

- Use of literary circles in all content area classes, a cooperative reading strategy in which student work in groups to negotiate the meaning of content area reading.
- Use of the My-Access writing program in all ESL classes, which provides rapid feedback on students' writing.
- Focus on grammar skills in ESL pull outs.
- Use of Exc-ELL methodology across the content areas to teach Tier II and Tier III vocabulary.

Despite the fact that the majority of ELLs at MS 319 have Reading and Writing as their area of focus, every Friday MS 319 conducts instructional clinics in which students work on their areas of focus according to assessment data. During these clinics, ELLs work on their area of focus, such as Listening (using listening centers and online programs such as ESL Lab or Starfall), Reading (through Renaissance Reading and cooperative reading activities) and Writing (through guided and shared writing and grammar activities).

MS 319 also incorporates listening centers into all of our ELA and ESL classrooms. ELLs have priority in the use of listening centers, which help them to build their listening skills when used for listening activities with read along books instruction, and their reading ability when used in guided reading with books on tape and CD.

4a. Analysis of the NYS ELA data from 2011 (Chart 1) shows that ELLs in the 6th and 8th grade bilingual and dual language classes had higher average ELA scores than students in the monolingual classes. However, 7th grade students in the bilingual and dual language classes underperformed their classmates in the monolingual classes. This data is surprising given the fact that the majority of students in the bilingual and dual language classes are students who have fewer than three years in the United States. This points to the importance of using native language as part of students' reading and content area instruction. Educators at MS 319 teach reading through the content areas through the use of literary circles in Science and Social Studies classes. This methodology is used in all classrooms to support students' ability to read non-fiction texts. These findings point to the need to continue to support students' reading ability throughout all subject areas and to use students' native language in reading instruction. The data also demonstrates the importance of supporting the 7th grade dual language and bilingual classes with their reading instruction through their ESL and ELA classes as well as in their Native Language Arts and content area instruction. Bilingual students' native language skills are supported through the use of the classics in NLA classes (such as *The Little Prince* and Shakespeare). Also, all ELLs have access to min-Spanish language libraries in their classroom libraries.

Analysis of the NYS Math exam (Chart 2) shows that ELLs in monolingual classes had a higher average math score than ELLs in the bilingual and dual language classes in the 6th and 7th grade, with a difference of more than a tenth of a point in both grades. However, the average scores for 8th grade monolingual ELLs were much lower than those for the 8th grade bilingual ELLs. This difference is attributable in part to the quality of instruction in their 7th grade bilingual and dual language math classes. These classes were taught by two expert teachers who are highly qualified in bilingual math instruction and incorporate many of the instructional strategies recommended in the Common Core State Standards. On the other hand, the ELLs in the monolingual math classes in 6th grade benefitted from the smaller class

sizes that MS 319 has for math instruction. These smaller classes sizes contributed to the higher scores for the 7th grade monolingual ELLs, but also demonstrate that the importance of “scaling up” instruction by using the Common Core State Standards in all classrooms. Furthermore, teachers in the Math department conduct intervisitations to observe practices of their colleagues. Teachers who have ELLs in their classes are especially encouraged to visit these successful teachers, not only to learn how these teachers support their students' native language, but also to learn from the processes they use to differentiate instruction and conference with students.

Chart 1

Average Score: ELA

	6th	7th	8th
Monolingual ELLs	2.3	2.3	2.3
Bilingual/DL ELLs	2.4	2.0	2.5

Chart 2

Average Score: Math

	6th	7th	8th
Monolingual ELLs	2.8	2.8	2.6
Bilingual/DL ELLs	2.7	2.7	2.8

4b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments. MS 319 does not use the ELL Periodic Assessments because we are a DYU school. Instead, we create our own assessments which are implemented in all subject areas in each marking period. Assessment data from our DYU Unit exams is aggregated with students' demographic data in order to be able to measure ELLs' performance in all subject areas (as well as Special education students, boy vs. girls, etc). Grade level and subject areas teams examine the assessment results to find trends in student performance, particularly for ELLs. Trends in the type of questions that ELLs miss are determined from this analysis so that educators are able to target those types of questions in their ELA and ESL instruction. Often educators find that it is the wording of specific questions and the language that is used that contribute to ELLs errors, so that “test language” is taught through direct instruction using the Exc-ELL methodology.

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

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

MS 319 also uses the findings from our quarterly unit assessments to plan instructional clinics on Fridays, in which students work on their Areas of Focus as determined from the Unit test data. ESL teachers also use the data from the previous years' NYSESLAT test to plan instruction for ELLs, such as listening activities in the listening center for students who have listening as their area of focus. During the Midterm Unit Test cycle MS 319 assesses ELLs using an instrument that is similar to the NYSESLAT exam. Results from this assessment are used to plan Friday clinics, adapt students groupings, as well as to target instruction to ELLs during regular classroom instruction.

5a and b. English Proficient students in the Dual Language Program are assessed via Unit to Unit Tests in the target language as well as APRENDA, and tests that simulate the ELE. NLA or second language is aligned to literacy in the first language and carried across via the Balanced Literacy Model within the context of the Dual Language Program. We found that the majority of the English Proficient students are attaining native like fluency and proficiency in the target language which in this case is Spanish. An extremely positive effect that has been observed in the Dual Language class via data patterns and students interactions is that the ELL's that were mostly Spanish dominant significantly increased their level of English proficiency and vice versa we see the same effect with the English proficient students and their Spanish. The majority of the English proficient students in the Dual Language class outperformed their monolingual peers on both the ELA & Math Test. In addition, we saw a rise on the results of the ELE Test and comprehension for EP'S via Renaissance Reading Program while using Spanish Literature books and novels, with a particular focus on the classics.

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

5c. Analysis of the data from the 2011 State tests in ELA and Math (Chart 3) shows that English Proficient students in the dual language classes are performing on higher levels than ELLS and non-ELLs in math and ELA, especially in the 8th grade. This finding supports the importance of learning a second language in supporting students' literacy skills.

Chart 3

	Av. ELA	Av. Math
ELL	1.7	2.2
non-ELL	2.11	2.5
DL EP 62.7	3.2	
DL EP 72.6	3.4	
DL EP 83.2	3.5	

6. The success of MS 319's programs for ELLs is evaluated using several methods of collecting qualitative and quantitative data. For instance, the ESL and Bilingual Team meets on a weekly basis to assess how students are performing on the curriculum and the types of modifications needed to ensure that students can have success on the week's tasks. In addition, ELA Unit Test data is assessed on a quarterly basis to ensure that students are meeting benchmarks which will put them on the road to having success on state exams. Those students who are not on target are placed into after school programs and Tier I and Tier II interventions (such as Skills Tutor, ESL Lab and Starfall). Also the department gives students practice NYSESLAT tests twice a year to monitor their progress in the four modalities. Furthermore, weekly quizzes are used to assess students understanding of the week's lessons, with an emphasis on the language skills taught such as grammar and vocabulary. Finally, the school's bilingual coordinator and ESL/Bilingual supervisor visit the ESL classes daily to support instruction and monitor student progress.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 05 Network: CEI-PEA CFN 532

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

Part A: Needs Assessment Findings

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

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

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

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

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

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

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

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

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

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: MS 319	DBN: 06M319
Cluster Leader:	Network Leader:
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 24 # of certified ESL/Bilingual teachers: 11 # of content area teachers: 15

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: MS 319's Direct Instructional Program focuses on long term ELLs who are struggling academically. Long term ELLs in grades 6-8 who have shown declining progress as per the last two years New York State Math and who are struggling to complete homework as per teachers' observations are the target group. MS 319, in partnership with the Children's Aid Society (who already run an after school program in the MS 319 building) will provide students with an after school program from 3-6pm Monday-Friday in which students complete homework and are taught study and college readiness skills, including: notetaking skills using the Cornell notetaking strategy (which MS 319 already implements in all grades and subjects); Math mini-lessons according to students' areas of focus as per MS 319 uniform unit exams; identification and differentiation of main ideas and details; understanding and use of Tier III vocabulary; study habits to improve student performance on MS 319 unit exams; and using textual evidence to support claims. Students will also receive after school intervention on grammar, including use of tenses and writing complete sentences. The program will provide students with social-emotional interventions such as sports, leadership skills and clubs. The language of instruction will be English, although beginner and intermediate level ELLs will receive instruction in Math in Spanish. Teachers involved in the program will include an ESL certified teacher who will serve as a liaison between the school and the program to ensure that students' instruction in the after school program is delivered seamlessly with MS 319 instructional practices. Teachers in the program will also include MS 319 teachers of Math and Science to ensure that students have support with the study habits and homework assistance to have academic success in these subject areas. All MS 319 students use planners to record their homework in all classes, which facilitates the communication of homework assignments between school and home. Teachers in the program will utilize these planners to ensure that students complete all assigned homework. Materials for the program include index cards for flash cards, laptops for students to conduct research, check the school's website for class web pages and Engrade assignments, type essays and reports, take Accelerated Reader quizzes and complete online assignments.

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: MS 319's Title III Professional Development focuses on training teachers to implement more rigorous instruction for ELLs. First, all ESL, ELA and Social Studies teachers will be invited to a one and a half hour, after school, per session training on the use of the IFL Question Framework to improve the quality of questioning to increase student participation and the rigor of classroom discussions. During the training teachers will develop a lesson that utilizes the IFL Question

Part C: Professional Development

Framework that will be implemented on a "IFL Questioning Day" so that the lessons can be observed and teachers given feedback to improve their use of the IFL Framework. Second, all new teachers to MS 319 who teach ELLs will receive a one and a half hour training on the use of assessment in instruction, including how to monitor student learning utilizing technology, how to give effective feedback to students, as well as on conferencing techniques. Third, all ESL, ELA and Social Studies teachers will be invited to attend an hour and a half-hour-long training on the use of Listening Centers to improve students' listening and reading comprehension skills. All ESL, ELA and Social Studies classrooms at MS 319 are equipped with listening centers and books on tape and CD. The training will focus on the creation of activities that utilize the IFL questioning framework to monitor the students understanding of the books that they listen to while they use the listening center. The MS 319 teacher training budget also includes two hours of supervisor per session to provide feedback to teachers and monitor the implementation of the IFL questioning techniques and the listening center activities.

Part D: Parental Engagement Activities

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

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

Begin description here: MS 319 parental engagement activities focus on training parents to take a more active role in their childrens' education. MS 319 staff will hold two, hour and a half-long workshops to train parents in the use of the Engrade system of online grades which all MS 319 teachers use. Parents are able to access their students grades online through Engrade and see what work they may owe, and also communicate with their childrens' teachers. The goal of this training will be to demonstrate to parents how to log on to the website and use its many features to monitor their students' classroom performance and, as a result, help their children achieve academic success. MS 319 staff will also hold three, hour and a half-long workshops on how parents who are not fluent in English can check their students' daily academic work and homework. The training will show parents how to check their students' programs and planners (all MS 319 students use school-issued planners to keep track of their homework assignments, which are parents must sign daily and all homeroom teachers monitor during AM and PM homerooms), how to use rubrics to ensure that their childrens notebooks are on standard, as well as the expectations that MS 319 has for all students notebooks (use of Cornell notes, use of highlighters for vocabulary and important information, use of red pens to make corrections). MS 319 informs parents of these trainings through our automated call system which reaches all MS 319 parents as well as through our Thursday letters that are "backpacked" to all parents in yellow envelopes that parents must sign and are monitored by homeroom teachers. MS 319 also has a very active Parents Association that helps the school administration inform parents of workshops and trainings. Furthermore, MS 319 is working in an ongoing partnership with the Office of Adult Education to host evening classes in ESL and technology for parents. The workshops are open to adults from throughout

Part D: Parental Engagement Activities

the community, although we have conducted outreach about the classes to all of our students' families through our Parents Association, Thursday letters and automated call system, which has lead to a significant increase in the number of adults participating in the program. Currently (what % are MS 319 parents????) ADD NUMBERS HERE ...

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 	Workshops: 2 Teachers x 6 Workshops x 2hrs/Workshop x \$50 = \$1,200 Afterschool: 4 Teachers x 9 Weeks x 10hrs/Week x \$50 = \$18,000 Supervisor for ALL Programs: 1 Supervisor x 9 Weeks x 10hrs/Week x \$52 = \$4,779	- MS 319 Professional Development Workshop Series for Parents & for Staff -MS 319 Afterschool Intervention Program & Homework Help
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	??????	
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$5,433	Basic Instructional Supplies & Materials
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$29,412	

