



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PATRIA MIRABAL MS 324

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

PRINCIPAL: JANET HELLER

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SUPERINTENDENT: ELSA NUNEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Janet Heller	*Principal or Designee	
Matthew Rodman	*UFT Chapter Leader or Designee	
Domitila Quintuna	*PA/PTA President or Designated Co-President	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Juan Delacruz	Member/Teacher	
Megan Moskop	Member/Teacher	
Mayra Garcia	Member/Parent	
Petra Hernandez	Member/Parent	
Amarilis Velasquez	Member/Parent	
	Member/Parent	
	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 MS 324 will accelerate student performance in literacy for students most at risk within the subgroup of English Language Learners. By June 2013, 38% of ELL students will achieve the 75th growth percentile.

Comprehensive needs assessment

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

On the 2011-2012 New York City Progress Report, the school earned an A for the sixth year in a row, with an overall score of 77.1, placing the school in the 90th percentile. This shows that our students are making progress each year. On the New York State Accountability Report, MS 324 is In Good Standing.

The percentage of students scoring a level 3/4 on the ELA exam increased from 18.4% to 26.9%. The average ELA proficiency increased from 2.53 to 2.61 The percentage of students scoring a level 3/4 on the Math exam increased from 59.69% in 2011 to 64% in 2012. The average Math proficiency increased from 3.16 to 3.22.

The school received extra credit for closing the achievement gap. 34.5% of ELL students, 55.6% of students receiving Special Education, 46% of students who were the Lowest Third Citywide and 44.2% Males in Lowest Third Citywide are in the 75th growth percentile.

In 2011 80 students (22%) received a PL 1 on the ELA exam. In 2012, 67 students (17%) received a PL 1 on the ELA. Of the 67 students who received a PL 1 on the ELA exam, 61 are ELLs. This indicates that most students in PL1 are English Language Learners. Further analyses shows that of the 61 ELL students, 23 students received less than two years of service in a school within the United States.

CATEGORY	General Education	ELL ONLY	ELL and SPED	SPED ONLY
# of Students in PL 1 Total: 67	4	45	16	2
Percentage of PL 1	6%	67%	23%	2%

The literacy inquiry team, of whom six scored the exam at the scoring center, made the following observations regarding literacy requirements. These will be incorporated into the curriculum map and plans.

The reading passages, questions, and answer choices for multiple choice questions included compound and/or complex sentence structures, which significantly increased the demands on students both to comprehend the texts themselves and to understand what they were being asked to do with the texts. Vocabulary demands were also at a higher level; more sophisticated vocabulary was used in texts and in questions and fewer contexts was

provided for students to figure out the meanings of those words. Passages were longer, requiring more reading stamina. The exam included more non-fiction passages in keeping with the CCLS. The topics covered in the passages, especially the nonfiction passages were biased towards students with prior knowledge of certain social studies and science topics. Overall, the exam presented a much higher level of difficulty for ELL students, who research has shown need five or more years to develop academic register in the target language of English.

A review of the school's September Diagnostic and the 2012 State ELA exam indicated that approximately 40% of this year's students entered MS 324 reading two years or more below grade level. Students struggle with vocabulary, compound/complex sentence structures, and reading & writing stamina. They also struggle with supporting claims with relevant evidence from texts and explaining why the evidence they've chosen in fact proves their claims. In addition, inferring in fiction texts and synthesizing in nonfiction texts represent significant challenges for our students.

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.

- Professional development by NCTE through webcasts and specific onsite days devoted to ELLS and bilingual student needs.
- Teachers will attend workshops provided by NCTE and contacts through National Writing Project specifically designed for ELLs as they become available when the schedule is set.
- Bilingual teachers will attend PD provided by an ELL consultant from CEIPEA and by the DOE Office of ELL.
- Align curriculum map and a unit of study with Common Core standards for Literacy.
- Exploratory Study Groups one for reading and one for writing based on work of David Sousa and implementation of findings throughout the school year.
- Teachers will analyze student work, periodic assessments, portfolios and the 2012 ELA to determine what strategies and skills were assessed and which students did not demonstrate mastery.
- Reading/Writing labs will focus on those strategies and skills that students did not master.
- Literacy labs for small group intervention five times a week to move students up through reading levels at an accelerated rate through guided reading and strategy lessons.
- Teachers will use assessments, running records, conference notes, reading logs and classroom performance to monitor and demonstrate growth in use of specific reading and writing strategies.
- The cycle of PD, instruction, assessment and observation will be used throughout the year.
- Reading and Writing Assessment will be used every nine weeks to determine students' reading and writing levels and growth in use of specific skills and strategies.
- Specific goals and benchmarks outlined. These will be monitored and revised based on student growth.
- Strategies include work on fluency, phonological processing, grammar, syntax, work and stamina in reading and writing.
- Agendas, sign in sheets and minutes of professional development.
- Schedule for study and planning groups, PD and small group intervention.

Initial indicator September 2012: Diagnostic of the student data to determine students in subgroups and other students most in need of intervention.

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

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

February Predictive: Use of multiple data to evaluate progress of students in subgroups.

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

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

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.

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By June 2013 all students will engage in literacy and math tasks embedded in rigorous curriculum units aligned to the Common Core Learning Standards as indicated by review of student work showing the completion of tasks.

By June 2013, all classroom teachers as member of 6, 7, and 8 grade subject teams will develop and implement a minimum of two literacy tasks and two math tasks that are embedded in rigorous curriculum units aligned to the CCLS as evidenced by curriculum units of study

Comprehensive needs assessment

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

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

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

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

Instructional strategies/activities

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

with Bank Street College.

- Establish a comprehensive literacy professional development series incorporating the CCLS with the National Council of English Teachers.
- Develop curriculum that incorporate tasks for the Citywide Instructional Expectations for Math (MP3, MP4 , 6RP, 7RP, 8EE) and Literacy(RI1, RI10, W1)..
- Study the shifts in the N.Y. State Standards with the Common Core Learning Standards and align curriculum.
- Establish critical friends and peer review to share best practices measured by observation of improvement in teacher practice and student work, performance on unit tests and DYO assessments.
- Teacher schedules include departmental, grade and team meetings to support PD and curriculum unit planning.
- PD in teaching the reading and writing skills required in social studies, mathematics and science.
- Activities, projects and PD that support the integration of math and science and integration of literacy and social studies along with providing real-life challenges, encouraging higher-order thinking and problem solving.
- Curriculum maps and lesson plans reflect backwards planning based on Common Core Learning Standards in Math and Literacy.
- Common Core aligned tasks created by teachers and demonstrated by samples of student work.
- Math professional development series with Bank Street College and literacy professional development with the National Council of Teachers of English measured by teacher participation in workshops, teacher collaboration, inter-class visitations, direct classroom observation and student work.
- Teachers' plans reflect understanding of curriculum for grades prior and forthcoming.
- Observations of lessons will note evidence of literacy and math tasks aligned to the CCLS.
- Teachers will share findings from implementation of unit tasks, inter-visitations and PD at department meetings.
- PD that supports hands-on and high order thinking learning and projects.
- Professional development beginning in September measured by teacher participation in workshops, teacher collaboration, inter-class visitations, direct classroom observation and student work.
- Curriculum maps revised and reviewed each quarter based on Common Core Learning Standards.
- Interim Assessments developed and administered in November, February and March with results reflecting increase in student performance.
- Observations of lessons will reflect evidence of new Common Core Standards.

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.
- The social worker, guidance counselor, parent coordinator, and literacy coach hold parent workshops for parent education about CCLS, intervention strategies and programs, teaching in the home with the focus on student achievement. The school has an open door policy to encourage parent visitation and parent volunteerism in the classroom. Google Translate is use to translate letters sent home. All translations are reviewed by the school personnel who understand the nuances of translation.
- The Parent Coordinator, Community Associate and guidance counselor serve as liaisons between the school and families. The Parent Coordinator, teachers and guidance counselor provide parent workshops to keep parents informed of school initiatives. The Parent Coordinator will maintains a log of events and activities planned for parents each month and file a report with the central office.;

- Parents members of the School Leadership Team, the Parent Association and Title I Parent Committee where CEP goals are discussed and developed.
- Parent workshops with topics that include understanding educational accountability grade-level curriculum and assessment expectations, accessing community and support services; and technology training to build parents' capacity to help their children at home.
- Provide opportunities for parents to help them understand the accountability system, e.g., State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report.
- All meetings are scheduled with flexible times, meetings in the morning or evening and on some Saturdays, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions.

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 SIFE 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).
- In collaboration with Bank Street College, the school provides professional development for math and science teachers on CCLS.
- In collaboration with NCTE the school provides professional development for literacy and social studies teachers on CCLS.
- The school has a partnership with the Lang program of Columbia Presbyterian Hospital to encourage students to pursue careers in medicine and science.
- The school has a partnership with Fresh Youth Initiatives to provide community service projects.
- The school has a partnership with Columbia University to provide a Saturday math tutoring program.
- The school has a partnership with Kaplan to provide an accelerate math program and a science program and also to prepare students for the Regents.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

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

By June, 2013 in collaboration with administration, all teachers will have completed a minimum of three formative observations based upon a researched based rubric that allows for self-reflection and contains focused feedback with next steps.

Comprehensive needs assessment

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

Continuing on the work from last year, review of formal and informal observations and conversations with teachers indicated that our use of common language that described good teaching or a consistent definition of good teaching improved our understanding of teacher effectiveness. We will continue the process to improve teacher evaluations that will promote conditions for teacher and student learning. Using the rubrics of Framework for Teaching we will develop a consistent definition of good teaching. All faculty members will share this understanding of good teaching and have a common language to describe and discuss best practices. Administrators and grade team leaders will be trained in the skills of evaluation to ensure that evaluations are consistent and true. Conversations using the protocols of the Framework will promote teachers' self-realization of areas of need. The objective feedback from the formal and informal observation will result in teacher commitment to improve their practice.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) 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.
- Administrators and grade team leaders will form a study group to study Danielson's Framework for Teaching.
- All teachers will attend in school PD sessions on Danielson's Framework for Teaching.
- Administrators and lead teachers will be trained to be evaluators to assess accurately, provide meaningful feedback and engage teachers in productive conversations about practice.
- Administrators will meet individually with teachers to set Individual Professional Development Goals.
- Professional development on Teacher Effectiveness will be provided by Columbia University.
- Formal and informal observations will be conducted for each teacher.
- Administrators and teachers will use the protocols and templates of Framework for Teaching.
- Administrators and grade team leaders will focus on three domains of teaching responsibility, the components that describe the domains and the two to five elements that describe the components.
- Administrators and grade team leaders can recognize the sources of evidence for each component and element.

- Administrators and teachers can interpret the evidence against the rubrics for each component's levels of performances.
- Judgments are consistent between observers
- Formal and informal observation Summary Forms.
- Formative observations are guided by Domain 1e, 2b, 3b and 3d of Danielson's Framework for Teaching.
- Interview Protocol for Pre and Post observations Conference
- Teacher Lesson Reflection logs

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.

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

Budget and resources alignment

- Indicate your school's Title I status: X 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.

X Tax Levy X 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).

- The school is a member of National Council of Teachers of English which provides workshops and webinars on Danielson's Framework of

Teaching for all faculty members.

- Administration and coaches attend workshops provided by the Network on effective, formative observations.

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	Writing Lab (for all students) Guided reading and vocabulary instruction for students from all sub groups	1:8 ratio small group 1:8 ratio small group	During the school day Tuesday and Wednesday After school
	Guided reading, intensive writing tutorials, and vocabulary instruction for ELLs.	1:15 ratio small group	Monday and Friday after school and Saturday
	Lunch and Learn	1:3	During the school lunch time
Mathematics	Basic skills instruction in	1:8 ratio small group	Tuesday and Wednesday After school
	Math Lab Intensive instruction in specific skill gaps for ELLS	1:8 ratio small group 1:15 ratio small group	During the school day Monday and Friday after school and Saturday
	Lunch and Learn	1:3 ratio	During the school lunch time
Science	Science Instruction and labs	1:8 ratio small group	Tuesday and Wednesday After school
	Lunch and Learn in small groups	1:3 ratio 1:8 ratio	During the school day Tuesday and Wednesday after school
	Writing in the content area		
Social Studies	Content area literacy strategies	1:8 ratio small group	Tuesday and Wednesday After school day
	Lunch and Learn	1:3 ratio	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	School Counseling, Crisis Intervention	1:1 and small group counseling	During school day and after school on Tuesday and Wednesday
	Anti-Bullying 7 th and 8 th graders HS Application preparation and visitations.	Small groups Class groups and small groups	During the school day During and after the school day
	Health counseling	Class groups and small groups	During and after 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.

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

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

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

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

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

**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)

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, Community Associate and guidance counselor to serve as a liaison between the school and families. The Parent Coordinator, Community Associate or guidance counselor 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: high school applications, 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 Debra Maldonado/ Ben Soccodato	District 06	Borough Manhattan	School Number 324
School Name Patria Mirabal Middle School 324			

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	427	Total Number of ELLs	181	ELLs as share of total student population (%)	42.39%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														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%)							0	0	0					0
Freestanding ESL														
Self-Contained							8	10	4					22
Push-In							8	10	10					28
Total	0	0	0	0	0	0	17	21	15	0	0	0	0	53

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	74	24	5	16	2	2	4	0	4	94
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	18	4	2	33	1	7	36	0	12	87
Total	92	28	7	49	3	9	40	0	16	181

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							53	57	59					169
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								2						2
Haitian														0
French						2	1	2						5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other						2	2	1						5
TOTAL	0	0	0	0	0	0	57	62	62	0	0	0	0	181

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							24	26	26					76
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								2						2
Haitian														0
French						2	1	2						5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2	2	1					5
TOTAL	0	0	0	0	0	0	28	31	29	0	0	0	0	88

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

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

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

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

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

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

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

This category also includes students who may have been born in the United States but have not attained academic mastery in neither English nor their native language even if they have been exposed to both languages since birth. The students are placed in the Transitional Bilingual Program and receive instruction in the 60-40 English-Spanish model. All students have equal access to all school programs.

A. Programming and Scheduling Information

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

All students, including ELLs, are provided with support as they transition from grade to grade. New students are provided with an orientation. Students in all grades are supported with grade specific topics in a daily advisory class taught by 1-2 teachers per class.

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			

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

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

Small Group Intervention

The Title III program is evaluated using the results of interim assessments as well as summative state assessments such as the Math exam, Literacy exam, Science exam, and NYSESLAT exam. Based on this information the team found that students benefitted from additional time on task. The team also decided to implement further technology based interventions to assist students with individualized instruction and visual aids. To accommodate the needs of our growing SIFE population, an additional morning intervention will be offered where SIFE students will receive small group intensive instruction in basic skills.

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

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

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

Based on these demonstrated needs, a Saturday program will be provided by four teachers from 9:00 am to 1:00 pm for 60 students beginning October and continuing to June. During these 29 Saturday sessions, teachers will provide additional instructional time in math and reading. There will be three classes. Based on review of student work, students need support in reading and English language acquisition, basic math skills and their application to support more advanced mathematical understanding, social studies and science. Title III funds will be used to support this program.

Programs Discontinued and New Programs

This year we will integrate more interdisciplinary study into our curriculum so that students can make connections between subject areas and use skills across disciplines. This will assist students in meeting the common core standards. We will provide interdisciplinary intervention programs that will allow students to master multiple skills and learn content from Math, Science, Social Studies, and Literacy during one unified instructional program. Students will learn about the history, engineering, mathematics, and science behind bridges which will help students learn grade level content through an experiential interdisciplinary project. Students will also participate in an interdisciplinary Soccer project where they will learn the science and mathematics behind a soccer ball that, when used, creates kinetic energy that can be used to power a lightbulb. This program will teach students grade level content through real world application of grade

level standards.

We will not use Achieve3000 this year as it did not target the reading needs of our ELLs. We found that the program best met the needs of students reading at level M and above but the overwhelming majority of our ELLs currently read below level M. Instead we will implement the RIGOR program.

Other Intervention Programs

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

MS324 provides students with a TBE program following the 60-40 model. Additionally, other students are enrolled in the ESL only program. All services and support correspond to each student's age and grade level. At the beginning of the school year, students and parents are invited for an orientation. ELL students are provided with access to all school programs and partnerships including partnerships with Columbia/CERC (interdisciplinary studies) and Children's Aid Society.

Equal Access

ELL students have access to all curricular and extra curricular programs in the school. Through common planning time bilingual, ESL, and monolingual teachers collaborate to plan standards based instruction as well as instructional modifications and supports that will ensure that each student has access to the curriculum. Differentiated supports such as sentence starters, graphic organizers, small group intervention, differentiated texts, and vocabulary supports are planned collaboratively. Extracurricular programs are offered to all students and language supports are provided as needed.

Language Electives

15% of our incoming 6th graders are reading on a K to 1st grade level. 50% of our incoming 6th graders are reading on a 2nd to 4th grade level. Our data shows that as students move towards proficiency on the NYSESLAT their reading scores are at or above grade level. However for ELLs who remain at B, I, and A on the NYSESLAT, their reading levels remain below grade level. For this reason students are offered intervention services to support their language growth and a language elective is not offered as per the CR-154 regulations.

Technology

Technology is used to enhance instruction. SMART boards in Math classrooms help to provide visual explanations of math concepts. ELMOs in literacy classrooms allow teachers to share exemplary work, model revisions of writing tasks, and engage students in shared reading. Ipad provide individualized interventions in the content area and also provide visual representations of math and science concepts. Online tools such as Khan Academy, Rosetta Stone, and online books read aloud support students' individual learning needs.

Native language is supported through translated texts, bilingual dictionaries, and testing accommodations (extended time, translated texts for math).

Supports for all students are aligned to their ages and grade levels. Every Literacy classroom is equipped with a leveled library. Texts in native and target languages are available at a variety of levels. For our lower level readers, texts with topics that are high interest/age appropriate are available. NLA is offered in Spanish.

Incoming students are provided with information about the school and are contacted by the parent coordinator so that each parent's questions about the school and programs can be answered. New arrival students are assigned a buddy student to assist with the transition.

Materials

Independent reading books are an essential component of the Title III instructional program for ELLs. Students are assessed throughout the year and as they advance in reading levels they need additional independent reading books. Students' levels range from level D to Z and each student needs a large volume of texts on his/her level in order to gain the skills and knowledge necessary to advance to the next reading level. Technology based applications are also an essential component of the Title III instructional program. Ipad applications enhance student learning by providing hands on visuals and individualized interventions. Other intervention materials such as Rosetta

Stone, RIGOR, and Do the Math support student learning.

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

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

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

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

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

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

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

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

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

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

The bilingual guidance counselor and the parent coordinator support students as they transition to middle school and high school. The bilingual guidance counselor and parent coordinator provide monthly parent workshops. Parents who have children attending middle school for the first time attend a workshop introducing them to middle school. Parents are also offered a workshop on middle school

literacy. The bilingual guidance counselor and the parent coordinator meet with the assistant principal and literacy coach and collaboratively plan this workshop. The bilingual guidance counselor attends DOE workshops on high school and presents this information to parents in collaboration with the assistant principal and the parent coordinator. All workshops are presented in both English and Spanish.

Professional development minutes and sign in sheets are kept in the ELL or subject area binder.

E. Parental Involvement

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

Paste response to questions 1-4 here

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

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							14	18	14					46
Intermediate(I)							12	18	21					51
Advanced (A)							24	21	17					62
Total	0	0	0	0	0	0	50	57	52	0	0	0	0	159

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	4	7	15	11	3	7	2	0	49
7	5	10	15	8	16	2	0	0	56
8	9	3	14	11	11	2	1	0	51
NYSAA Bilingual Spe Ed									0

NYS Science

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	17	24	22	33				
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

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

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

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

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

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

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

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

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

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

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

Of our 176 students, 159 took the NYSESLAT exam during the 2010-2011 school year. Our ELL students' scores are as follows: 29% are beginners, 32% are intermediate, 39% are advanced. Of our ELLs who took the ELA exam, 65 scored a level 1, 50 scored a level 2, and 3

scored a level 3. On the Math exam, 38 students scored a level 1, 74 scored a level 2, 36 scored a level 3, and 3 scored a level 4. Twenty five ELLs passed the ELE. On the NYSESLAT exam, 37 students are proficient in listening/speaking while 13 students are proficient in reading/writing.

The DY0 assessment results are used for spotting trends in student performance and to drive individualized instruction, focusing on the needs of the students, i.e. areas where students are not making progress. According to DY0 assessments, students struggle to analyze the meaning of questions and need to improve vocabulary skills in order to better understand all written material. The math diagnostic indicates that many of our ELLs have gaps in their mathematical knowledge and require in class strategy groups and targeted intervention to accelerate learning. Analysis of inquiry team results and teacher assessments indicated that LT ELL and SIFE students' Literacy abilities hindered their progress in content area work in Science and Math. Students made 1-1.5 years of progress in math but the majority of ELLs have not met performance targets (level 3 or 4). According to running record assessments, the majority of our current SIFE and LT ELL students are reading at a 2nd grade level lower. Further analysis of classroom assessments proved that the SIFE and LT ELL students at all reading levels need more intensive work in the areas of vocabulary acquisition, phonemic awareness, and reading comprehension which will be provided through the RIGOR program and guided reading groups.

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

The patterns across proficiency levels and grades show a clear deficiency in writing and reading. Students also perform weakest in the areas of gathering meaning from written material, vocabulary, grammar, and phonemic awareness. These are patterns that are not particular to this school, but indicative of the academic realities that ELLs in general face. The strongest modalities in this population are listening and speaking. The deficiencies in reading and writing also hinder progress in Science, Social Studies, and Math and students must be provided with rigorous instruction that includes research-based ELL strategies such as differentiated instruction, scaffolded work, and vocabulary instruction. Students must also receive targeted intervention that will address the needs of specific subgroups such as long term ELLs, SIFE students, and students with disabilities. Students' specific needs will be continuously monitored through assessments and the data will be used to modify classroom instruction and intervention services.

The success of our program is measured in multiple formats. Teacher and parent surveys provide feedback on workshops and the services provided to students. Teachers collaboratively create DY0 formative assessments that measure the impact of interventions on students' acquisition of the standards based content. In Literacy teachers submit running record data and DY0 assessment data three times a year. In Math teachers submit DY0 assessment data three times a year. Additionally teachers discuss daily, weekly, and unit assessment results and collaborative inquiry meetings and modify instruction to address students' needs. A database is kept in the school that tracks the interventions students are enrolled in throughout the year. This data is then compared against student assessment data to measure the impact of the programs on student achievement. State test results including Math, ELA, Science, NYSESLAT, and ELE exam results are examined by teachers and administration to measure the impact of PD and instructional programs on 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: MS324**School DBN: 06M324**

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Janet Heller	Principal		1/1/01
Diana Trautner	Assistant Principal		1/1/01
Judy Ortega	Parent Coordinator		1/1/01
Samuel Amador	ESL Teacher		1/1/01
Domitilia Quintuna	Parent		1/1/01
Juan DeLaCruz/Bil Math	Teacher/Subject Area		1/1/01
Thelma Dolmo/Bil Lit	Teacher/Subject Area		1/1/01
Lucienne Morel	Coach		1/1/01
Gina Salerno	Coach		1/1/01
Yadira Ortiz	Guidance Counselor		1/1/01
Ben Soccodato	Network Leader		1/1/01
Jessica Baquero/Bil Speech	Other <u>Related Service Prov</u>		1/1/01
Lakisha McDaniel Luke	Other <u>Assistant Principal</u>		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

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

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Patria Mirabal MS 324	DBN: 06M324
This school is (check one):	
<input checked="" 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 checked="" 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:
of certified ESL/Bilingual teachers:
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Assessment Analysis and Rationale

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

There are 425 students enrolled in grades 6, 7, and 8 at MS 324 for the 2012-2013 school year. Forty percent of our students (171 students) are English Language Learners. The home language for all but fourteen of the students is Spanish. The other 14 students' home languages are French-Haitian Creole (3), French (3), Arabic (3 students), Malayalam (1 student), Tigrinya (1 student) Bambara (1 student), Chinese (1 student), and DeJula (1 student).

Of the 171 students identified as English Language Learners, 82 are enrolled in a transitional bilingual general education program. Of these 82 students, 1 receives SETSS. Eleven students are enrolled in a monolingual self-contained special education class with ESL and ten are in transitional bilingual self-contained special education class. Sixty-eight students are in general education monolingual classes and receive ESL from a certified ESL instructor. Of our 171 ELLs, 46 receive special education services. All ESL and transitional bilingual services are provided by licensed ESL and bilingual teachers. The certified ESL teacher will provide the mandated ESL instruction as a direct service through pull out and push in service to all monolingual students with ESL. Students in bilingual classes will be provided content area instruction by certified bilingual teachers and ESL instruction by a certified ESL teacher. These services are provided for the duration of the school year.

Eighty-four students have received ELL services for 0-3 years and twenty-seven students have received ELL services for 4-5 years. There are sixty students identified as long term ELLs (six or more years as an ELL). Thirteen students identified as long term ELLs are in self-contained special education classes, six are in transitional bilingual classes, and the remaining students are in monolingual classes with ESL. Thirty-five of our 186 ELLs are identified as SIFE students (20% of ELLs).

Out of our 171 ELLs, 157 list Spanish as their home language. Eighty two are in a transitional bilingual education programs and fifty-four are in monolingual with ESL programs. Ten students are in a transitional bilingual self-contained special education program. The remaining eleven students are in monolingual self-contained special education classes with ESL services.

Students are assessed using a variety of diagnostic, formative, and summative assessments. In addition to the Math, ELA, and NYSESLAT assessments, students' reading levels are assessed using running

Part B: Direct Instruction Supplemental Program Information

records. Students' reading and writing is assessed using the DY0 assessments as well as by teacher made rubrics. Students' math levels are assessed using DY0 interim assessments and teacher made unit diagnostic, formative, and summative assessments.

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

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

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

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

Of our 171 students identified as ELLs, 157 took the NYSESLAT exam during the 2011-2012 school year. Our current students' scores are as follows: 8% have not yet taken the NYSESLAT, 26% are beginners, 26% are intermediate, 40% are advanced. Of our ELLs who took the ELA exam, 59 scored a level 1, 69 scored a level 2, and 1 scored a level 3. On the Math exam, 36 students scored a level 1, 61 scored a level 2, 41 scored a level 3, and 9 scored a level 4. Thirty two ELLs passed the ELE. On the NYSESLAT exam, 50 students are proficient in listening/speaking while 6 students are proficient in reading/writing.

The DY0 assessment results are used for spotting trends in student performance and to drive individualized instruction, focusing on the needs of the students, i.e. areas where students are not making progress. According to DY0 assessments, students struggle to analyze the meaning of questions and need to improve vocabulary skills in order to better understand all written material. Improving vocabulary skills will lead to proficiency in written and spoken English, as well. The math diagnostic indicates that many of our ELLs have gaps in their mathematical knowledge and require in class strategy groups and targeted intervention to accelerate learning. Analysis of inquiry team results and teacher assessments indicated that LT ELL and SIFE students' Literacy abilities hindered their progress in content area work in Science and Math. Students made 1-1.5 years of progress in math but the majority of ELLs have not met performance targets (level 3 or 4). According to running record assessments, the majority of our current SIFE and LT ELL students are reading at a 2nd grade level or lower. Further analysis of classroom assessments proved that the SIFE and LT ELL students at all reading levels need more intensive work in the areas of vocabulary acquisition, phonemic awareness, and reading comprehension which will be provided through the RIGOR program and guided reading groups.

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

The patterns across proficiency levels and grades show a clear deficiency in writing and reading.

Part B: Direct Instruction Supplemental Program Information

Students also perform weakest in the areas of gathering meaning from written material, vocabulary, grammar, and phonemic awareness. These are patterns that are not particular to this school, but indicative of the academic realities that ELLs in general face. The strongest modalities in this population are listening and speaking. The deficiencies in reading and writing also hinder progress in Science, Social Studies, and Math and students must be provided with rigorous instruction that includes research-based ELL strategies such as differentiated instruction, scaffolded work, and vocabulary instruction. Students must also receive targeted intervention that will address the needs of specific subgroups such as long term ELLs, SIFE students, and students with disabilities. Students' specific needs will be continuously monitored through assessments and the data will be used to modify classroom instruction and intervention services.

Targeted Intervention Programs

Based on the aforementioned student needs, teachers will provide interventions both within the regular instructional period and during small group intervention. Our Title III program will complement our core instruction and will be aimed at providing linguistic support in core academic areas.

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

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

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

The majority of ong-term ELLs are placed in monolingual classes because their academic language is more developed in English than in their native language. They are overwhelmingly advanced on the NYSESLAT, and as test records show, their weakest modality is writing. With a view to their successful performance on the NYSESLAT, the students are mandated to attend the extended 37.5 minute

Part B: Direct Instruction Supplemental Program Information

afternoon sessions in order to receive support in writing workshop, writing conventions as well as learning test taking techniques. This complements the work that the students do during their ESL push-in and pull-out periods. We plan on helping these students gain the knowledge to pass the NYSESLAT and be proficient in English as soon as possible.

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

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

Small Group Intervention

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

A morning literacy and math program taught by three certified bilingual teachers and one certified special education teacher for 40 students from October to June will be provided Monday through Thursday from 7:45 am to 8:30 am to provide instruction to increase vocabulary, and the fluidity and automaticity of ELL reading and writing. Title III funds will be used to fund this program.

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

A Saturday program will be provided by four teachers from 9:00 am to 12:00 pm for 60 students beginning October and continuing to June. During these 29 Saturday sessions, teachers will provide additional instructional time in math and reading. There will be three classes. Based on review of

Part B: Direct Instruction Supplemental Program Information

student work, students need support in reading and English language acquisition, basic math skills and their application to support more advanced mathematical understanding, social studies and science. Title III funds will be used to support this program and the school will also leverage some of its own funds to support the program.

A Monday literacy and math intervention program led by 3 teachers will be held from 3:00-4:00 and will supplement the Tuesday/Wednesday and Saturday programs. During this time teachers will provide small group instruction in math and reading that will be targeted to students' individual needs. These needs will be identified through ongoing assessments.

All instruction will be provided by highly qualified, certified teachers.

Other Intervention Programs

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

Materials

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

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

Part C: Professional Development

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

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

Part C: Professional Development

- name of provider

Begin description here: Professional Development is held bimonthly to enable our teachers to identify and target the language needs of our students. It is also used to bring instruction in line with the relevant Performance Standards and the new Common Core Standards and practices. The Professional Development group is led by Principal Janet Heller and Assistant Principal Diana Smith. Professional development is provided in collaboration with Math and Literacy Coaches with support from Bank Street College. Included in Professional Development are all teachers who teach ELLs, which includes ELA, ESL, Math, Science and Arts teachers in bilingual and monolingual classes.

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

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

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

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: The school hosts monthly workshops for parents. In addition to these workshops the school will also host 4 ELL specific workshops and 2 trips to build community and improve students' academic outcomes. The school will host an introduction to middle school workshop in September for 1.5 hours where families can learn about ELL program options, school policies, and where they will also be able to meet with teachers to begin to build the school – home community. Families will also be invited to attend two 1.5-2 hour workshops on high school and college. The coaches and teachers will provide a 1.5-2 hour workshop on strategies for improving at home reading. The bilingual coordinator and the parent coordinator will collaborate to target all parents of ELLs and will aim to have a minimum of 20 parents attend each workshop.

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

The mission of MS324 is to prepare students for college, work, and citizenship. To support this goal we have college-themed advisories and will take students and families on high school and college trips to expose them to various high schools and colleges and prepare them for college requirements. These two trips will be tailored to the needs of our families of students who are ELLs, many of whom are not familiar with the high school and college system in the United States and will happen by June 2013.

MS324 will provide parent leadership workshops throughout the school year. The 18 1.5-2 hour evening workshops will be led by Columbia University and will be supported in part by Title III funds. The goal of the workshop series will be to develop parent leadership skills and to develop a team of parents who will become resources to other parents in the community. Parents will learn about empathy/active listening with adolescents, strategies for parent/child interactions, strategies for partnering with teachers, and training on partnering with other parents. This training will ultimately enrich students' school experience as the home-school connection is a key factor in long term student success. The parent coordinator will also participate in the workshops.

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

IDEA, T1SWP, FSF, ARRA will be used to fund personnel to support parent workshops and conduct

Part D: Parental Engagement Activities

parent outreach: school aid, social worker, parent coordinator, guidance counselor

Part E: Budget

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

Allocation Amount: \$

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