



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: MS 343/ACADEMY OF APPLIED MATHEMATICS AND TECHNOLOGY

DBN: 07X343

PRINCIPAL: MR. VINCENT GASSETTO

EMAIL: VGASSET@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. YOLANDA TORRES

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
Mr. V. Gassetto	*Principal	
Ms. N. Reed	*UFT Chapter Leader	
Tanya Jones	*PA/PTA President	
Magdalena Pagan	DC 37 Representative	
Carlos Lopez	UFT/Dean	
Sandra Vacca	Parent	
Elena Guzman	Title I Parent Rep.	
Carmella Arnold	Parent - Secretary	
Dilsia Tejada-Ramirez	Parent - Treasurer	
Althea Fuller	UFT/Teacher	

** 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.

To implement the rigorous, CCLS aligned Humanities curriculum that has been designed over the past two years in conjunction with Network liaison and administrative support. This curriculum is heavily weighted with non-fiction/informational text units of study and strongly corresponds to the Depths of Knowledge Framework (DOK) levels 3 and 4. Academic year 2012-2013 will also show supplemental support from the visual arts department in illustrating many of the humanities themes through music, dance, art work and complementary trips. The units of study that have been created are continuously being reviewed by the humanities department based on student performance data and the humanities department's inquiry process.

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.

Based on careful analysis of the testing data from academic year 2011-2012, as well as on the school's achievement history, it was determined that ELA continues to be our school's area of focus. Our 7th and 8th grade students reported a significant improvement overall with an increase in level 3's in both grades. However, our 6th grade students, the newest members of our school community, and the students who were exposed to least amount of interventions due to the limited time they have been immersed in our curricula, showed less improvement in the number of level 3's in that grade for that testing year.

In preparation for more rigorous state assessments that have been promised due to the Common Core Learning Standards-based tests, administration at MS 343 began a three-year plan at the beginning of academic year 2010-2011, which included a comprehensive revision of the existing Humanities curriculum including alignment to the Common Core Learning Standards, examination of individual units, rewriting of tasks and assessments, significant professional development for all literacy department members aligned to their areas of need, and the purchase of two supplementary reading programs which will enhance our CCLS aligned curriculum.

Our goal is to raise the rigor level of our department-created curriculum as well as tasks and assessments, using the *Depth of Knowledge* as a framework. The department, along with administrative and network support, uses a protocol to examine the tasks within the units using the lens of rigor and clarity. The tasks are amended and assigned to the students. The student performance data is then reviewed and adjustments may be made to the tasks for the next year's curriculum. This protocol is based on evidence and will in turn better prepare our 6th, 7th and 8th grade students for their upcoming state exams, and to ultimately strengthen their literacy skills for life. This level of rigor can be raised by ensuring tasks and

assessments are aligned to the CCLS as well as to be cognizant of where our tasks fall within the Depths of Knowledge framework.

In addition to the work invested in our curriculum, the school's administration, in collaboration with the humanities department teachers, has begun to align our arts program with the humanities units of study. These additional arts experiences serve to strengthen students' understanding of the themes they learn about in the classroom. For example, each grade attends one Broadway play each year to promote exposure to the fine arts and to enhance our students' prior knowledge base. The humanities department teaches a "mini unit" of study before each of the 3 annual Broadway plays. Students attend the plays with MS 343 teachers and staff, as well as the arts teaching staff. This serves as a bridge between the arts and the curriculum students experience daily.

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.

In order to support this paradigm shift and to ensure the timely achievement of this goal, a variety of activities will be facilitated and benchmarks will be set to gauge the progress of our plan.

- MS 343's administration will continue to attend a series of workshops aimed at using the Common Core Learning Standards in curricula and instruction, as well as in the forthcoming Danielson Teacher Evaluation Protocol. These workshops and presentations are facilitated by Teacher's College as well as by the Children's First Network, (CFN 406), and support both the principal and assistant principal in helping to create as well as to monitor and evaluate the success of our plans.
- ELA department members will continue to expand upon existing curriculum plans using the Common Core Learning Standards during summer sessions as well as school-wide weekly common planning time built into their teaching programs.
- 100% of teachers will have two common planning meetings built into their weekly program to ensure curriculum is department-wide and all teachers have a voice in creating it.
- 100% of teachers will have one Inquiry Team meeting built into their weekly program to ensure time is allotted to gathering, generating and the review of student performance data, both quantitatively and qualitatively.
- Resources will be aligned throughout the year to purchase grade-wide novels to support non-fiction and informational text reading across the curriculum; these novels will align to the aforementioned redesigned curricula and topics/themes will be aligned to the CCLS and will help to improve our students' overall reading comprehension, stamina and reading levels (levels gauged through 100 Book Challenge conferencing protocols)
- The Achieve 3000 reading program will be run as an independent class with a teacher professionally trained to facilitate the program as it was designed to be implemented for student success.
- Teacher representatives from the ELA department attended summer planning sessions with the Literacy Assistant Principal to rethink and rewrite segments of their curricula with a focus on argument writing based on non-fiction as well as to build and incorporate student assessments through a

“Backward Design” approach to writing curricula.

- A “Professional Development Week” was a five-day in-house institute, organized in September, 2012 by the administration on a needs and interest basis to provide workshops for staff to enhance teaching and learning strategies, scaffolding and differentiation techniques, successful content delivery as per IEP for Special Education students and understanding the CCLS
- A workshop on using Google Docs to share information, curricula and resources was provided by the administration in an effort to promote technology use in the classrooms and departments by the students and teachers
- All Broadway plays are accompanied by mini units of study in the humanities classes
- All arts teachers attend Broadway play experiences with the students and teachers

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.

Some of the strategies the MS 343 community uses to involve and engage parents include:

- Purchasing a web-based grading program called Jupiter Grades which allows parents access to their children’s grades on a regular basis
 - Training teachers and parents to use the Jupiter Grades program, open lab days for parents who do not have access to the internet to come into the school
 - Providing parents with ongoing access to computers to monitor student performance
- Having a bilingual Parent coordinator facilitating parent/teacher dialogue, facilitating monthly workshops and events including Jupiter Grades workshops
- Hosting a Parent-Teacher-Staff “Back to School Dinner” during Fall 2012 to encourage the initial meeting and greeting between teachers
- Hosting a summer orientation for all parents, specifically those with students coming to MS 343 for the first time, to explain the 100 Book Challenge, share ELA performance data and share plans to improve our students’ overall reading comprehension, stamina and reading levels

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

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

Fiscal and Human Resources are coordinated at MS 343 in a way that supports the school's vision and goals for the academic year. For instance, the teaching staff began creating the curriculum for academic year 2012-2013 in July and August of 2012. The summer planning that took place included all departments and most of the department members were available to attend. Throughout the academic year, teachers collaborate on designing curriculum units that are aligned to the CCLS. Humanities Department teachers meet after school with the instructional AP and Network Support personnel in accordance with the SINI Grant parameters, (Title I, Correct 91 Ps, Per Session). In addition to the department-wide curriculum planning meetings, the goal for this year was to include supplemental support from the visual arts department in illustrating many of the humanities themes through music, dance, art work and complementary trips, (Foundation Grant 01, Educational Consultants). Meetings took place between administration and the visual arts teachers, as well as between the humanities department and the visual arts teachers, **(FAIR STUDENT FUNDING, OR FSF AND PER SESSION)**. MATERIALS TO SUPPORT THESE UNITS OF STUDY WERE ALSO PURCHASED THAT ARE ALIGNED TO THE CCLS, (TITLE I SWP, EDUCATIONAL SOFTWARE).

In regards to professional development, a series of PD support services were purchased from the American Reading Company, (100 Book Challenge program), along with 100 Book Challenge reading materials, **(Title I SWP, Curriculum and Staff Development)**. Achieve 3000, an online reading and assessment program was also purchased to support students' reading comprehension and lexile increase, (Title I SWP, Textbooks).

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

To create a rigorous and challenging learning 8th grade learning environment including rigorous questioning and discussion opportunities in all content areas to better prepare them for the demands of high school, college and careers, as measured by participation in higher level courses such as Regents math and science courses, and by their performance on state exams.

Comprehensive needs assessment

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

After the spring, 2011 testing results were reviewed; the administration at MS 343 realized that something unfortunate, yet significant had happened. For the first time in the school's history, our 8th graders' performance dipped substantially on the ELA, math and science state exams. Historically, the longer a student was in our school, the better they performed on their state exams. However, the 8th grade class of 2011 showed no such improvement, and in fact reported a decline in the number of level 3's in that grade for that testing year. Based on careful analysis of the testing data we determined that a school-wide effort must be made to ensure our next class of 8th graders did not experience the same loss. Numerous steps were taken to ensure that our high achieving students had programs to meet their academic needs as well as our students in need of support.

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.

As a way to support the achievement of this goal, numerous steps were taken and personnel were dedicated to the success of this endeavor. Part of the vision to create a rigorous and challenging learning environment for 8th grade students included the creation of two Regents classes, one in math and one in science. These more advanced courses will challenge our higher performing students in ways they have not been challenged before. This is the first year students at MS 343 will sit for the Regents exams in these two subjects. By June 2013, we anticipate up to 20 students will have taken the Mathematics Regents exam and up to 10 will have taken the Science (Living Environment) Regents exam.

These selected students will also spend the academic year grouped with other Regents level students, sharing ideas, discussing and thinking critically, and having academic conversations with one another. The Regents students will participate in a higher order thinking curriculum together, forging a community bond for having had these experiences.

In order to meet this goal, a variety of steps were taken including:

Programmatic Steps:

- The creation of a new program which included the 2 new Regents courses
- To increase the planning time the Regents course teachers have in their programs by creating time in their programs for math and science Regents planning, which is in addition to the common planning blocks already in each of the two teachers' program

Fiscal Steps:

- Hiring an "AUSSIE" math consultant to guide and to work with the math department to create the Regents math course curriculum (Integrated Algebra) and related lessons, materials etc.
- To create time in both the science and math Regents teachers' programs for planning time. This is in addition to the department specific common planning blocks already in both teachers' program

Additional Steps:

- Teacher teams collaborate to review quantitative data (test data from 2011-2012) as well as school generated data (benchmark exams, unit tests and other school-based assessments) to determine which 8th graders would be best suited for the Regents math course

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.

Some of the strategies the MS 343 community uses to continue to involve and engage parents include:

- Purchasing a web-based grading program called Jupiter Grades which allows parents access to their children's grades on a regular basis
 - Training teachers and parents to use the Jupiter Grades program, open lab days for parents who do not have access to the internet to come into the school
 - Providing parents with ongoing access to computers to monitor student performance
- Making the 2 Regents classes independent of the regular instructional blocks for math and science. Students are coded for these classes in addition to their regular instructional blocks of math and science, and may see a different teacher for those classes. Their Regents teachers report their performance on report cards, and Jupiter Grades (the aforementioned online grading system purchased to ensure transparency with parents and families)
- Regents teachers meet with parents independently during parent-teacher conferences
- Regents teachers have their own curriculum/class pages posted online for parents to access

- Having a bilingual Parent coordinator facilitating parent/teacher dialogue, facilitating monthly PA meetings which include explaining instructional decisions in the Regents classes, and events including Jupiter Grades workshops
- Hosting a Parent-Teacher-Staff “Back to School Dinner” during Fall 2012 to encourage the initial meeting and greeting including the 2 Regents teachers

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.

 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).

Fiscal and Human Resources are coordinated at MS 343 in a way that supports the school’s vision and goals for the academic year. For instance, to better support the math department’s need to create curriculum units that are aligned to the CCLS, the services of an AUSSIE math coach were purchased, (Title I SWP, Curriculum and Staff Development).

Math department members began creating their curriculum for academic year 2012-2013 in July and August of 2012. The summer planning that took place included most of the math department members, (Fair Student Funding, Per Session). MATERIALS, INCLUDING I-ZONE AND MATH XL TO SUPPORT THESE UNITS OF STUDY WERE ALSO PURCHASED THAT ARE ALIGNED TO THE CCLS, (TITLE I SWP, TEXTBOOKS). CMP2 WAS ALSO PURCHASED FOR THE MATH DEPARTMENT, (Fair Student Funding, Supplies).

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.

To improve students' participation in all school-wide activities, including academics and attendance, particularly for those students at the lowest 15% and to increase parental understanding of and participation in school systems by creating a sustainable, school-wide "incentive program" developed by a team of teachers, administrators and staff which will benefit all Middle School 343 community members.

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.

Both data and research indicate a direct correlation between parental engagement and student achievement, self-esteem and attendance. . According to a review of 2011-2012 school-wide attendance data, MS 343 reported at 90%. One important finding after reviewing this data is that there is approximately 15% of the student population who average a 69.3% attendance which impairs their academic abilities, as well as negatively affects the school's attendance average as a whole.

For our school to achieve a 91% or higher attendance percentage for academic year 2012-2013, we recognize the need for parental involvement and engagement. Enhancing parental involvement and engagement involves consistent discussions regarding students' academic and social progress, attendance and next steps.

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.

As a way to support the achievement of this goal, numerous steps were taken and personnel were dedicated to the success of this endeavor.

- Increased positive incentives for having high attendance such as:

- Hiring an F-Status staff member solely to increase attendance, particularly for our at-risk 15%, via incentive programs such as school trips, tickets to games and performances, organizing visitors including athletes and motivational speakers for the students, prizes and catered lunches for the students
- A school-wide “Incentive Program” based upon a point system was created by a team of teachers and the school’s administration to serve as a way to boost students’ attendance and participation in school related activities, as well as to increase parental involvement and understanding of the school’s systems. This program was presented to the staff, tweaked and rolled out in the fall of 2012 to the student body during their weekly advisory period. The program includes a 25 point week which takes uniform, attendance/punctuality and “Professional Conduct” into account on a daily basis. Students begin their week with 25 points and are able to attend a variety of incentive programs including plays, movies, sporting events and participate in school spirit events such as dances and school sanctioned parties when enough “points” are accumulated. Students’ points are logged electronically daily and the entire system is transparent in regards to students’ and parents’ access to the system and to the online logging system. Weekly check ins take place with each student during advisory period.
- Monthly attendance certificates to all students who qualify
- Monthly attendance certificates to all parents of students who qualify (students must have earned 80% of the total number of points available to them in a given month/period of time to attend particular school functions)
- Monthly assemblies where students are recognized for attendance achievement as well as attendance improvement
- Two new advisory programs, which students participate based on parent choice; these are separate from the existing school created advisory curriculum the rest of the student body participates in (advisory programs meet every Friday for 45 minutes)
- Overall increase in parent-school communication, targeting the lowest 15%, via events at the school, personal and automated phone calls, mailings, “Meet the Teachers” dinners, parent orientations and workshops including a technology workshop which assists parents in logging onto the school wide grading system “Jupiter Grades”, etc.

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.

Some of the strategies the MS 343 community uses to involve and engage parents include:

- School administration purchased a web-based grading program called Jupiter Grades which not only allows parents to access their child’s grades online, it also allows them to see the school-wide “Point System” online on a regular basis; this allows parents (and students) to view their own child’s points earned *to date* and provides transparency to the incentive program (students also view their points earned to date each Friday in advisory period, monitored by their advisors)
 - Teachers and parents were trained to use the online program; open lab days are scheduled for parents who do not have access to the internet, parents come into the school to use the computers to access grades and email teachers and/or set up meetings (face to face) with teachers, staff and administration via email and the parent coordinator)
 - The school provides parents with ongoing access to computers to monitor student performance
- Having a bilingual Parent coordinator facilitating parent/teacher dialogue, facilitating monthly workshops and events

- Hosting a Parent-Teacher-Staff “Back to School Dinner” during Fall 2012 to encourage the initial meeting and greeting between teachers
- Hosting an orientation for all parents which included the 100 Book Challenge protocols and how to use/fill out the required reading log each evening at home
- Follow up calls are made on a weekly basis to ensure parents are informed of their child’s progress in the 100 Book Challenge

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 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).

Fiscal and Human Resources are coordinated at MS 343 in a way that supports the school’s vision and goals for the academic year. For instance, the F-Status services of Manny Boxer were purchased to support the school’s need for an incentive program. Mr. Boxer supplies the school with tickets to shows, games and prizes for students who make significant progress, reach certain benchmarks and who persevere and achieve at MS 343, (Title I SWP, Support Services). School administration also purchased a web-based grading program called Jupiter Grades which allows parents access to their children’s grades on a regular basis, (Title I SWP, Educational Software).

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

To improve teacher effectiveness at MS 343 through an increase in the number of informal as well as formal observations each teacher receives each year with timely feedback as well as individualized professional development plans for each teacher, specific to each of their observed needs as well as requests.

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.

As in any profession, the instructional staff at MS 343 is professionally at different effectiveness levels. We have a number of seasoned veterans, some of whom have developed a repertoire of “effective” teaching strategies which are evident in their students’ performance data each year, as well as in the New York State Growth Data Breakdowns, while others are new to our profession, yet bring an enthusiasm for learning and for continually improving their practice. Within each of these groups of teachers are many levels of effectiveness.

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.

One way the administration at MS 343 has decided to support **all** teachers in their professional development is through the number of informal and formal observations each teacher will receive each academic year at our school. All instructional pedagogues will receive a minimum of 5 informal observations. In addition, untenured teachers will receive 3 formal observations, while tenured teachers will receive 1.

Teaching staff and administration will have various instructional talks throughout the academic year, including a mid-year goals and objectives conversation which will include a professional development section. Teachers will request professional development, as well as be offered PD based on (in)formal observations and feedback provided by administration.

Teachers will also have the opportunity to request a peer-to-peer observation as well as being assigned one, which will total 2 peer-to-peer observations for this academic year.

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 Association at MS 343 is an integral part of the daily operations here. When the administration came up with the idea to utilize the Chancellor's sanctioned 6 instructional half days for professional development purposes, the parents were immediately on board. The PA voted to allow our teaching staff 6 half days to work on curriculum design and inquiry, including the building and grading of assessments and review and discussions of data. Parents are informed of teachers' instructional initiatives, such as the school-wide 100 Book Challenge at monthly PTA meetings, as well as play an integral part in making such initiatives a systemic part of our school through the home reading log. Parents are introduced to these instructional initiatives via orientation meetings with presentations, parent-teacher conferences, regular communication via calendars, school letters and notices and phone calls home.

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 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).

Fiscal and Human Resources are coordinated at MS 343 in a way that supports the school's vision and goals for the academic year. For instance, to better support the math department's professional development, the services of an AUSSIE math coach were purchased, (Title I SWP, Curriculum and Staff Development). In regards to humanities department professional development, a series of PD support services were purchased from the American Reading Company, (100 Book Challenge program), (Title I SWP, Curriculum and Staff Development).



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	*100 Book Challenge Reading Program	*Small Group	*During the school day
	*Achieve 3000	*Homogeneous Whole Class	*During the school day
Mathematics	*Targeted Math Instruction	*Homogeneous Whole Class	*During the school day
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	*Counseling	*Group/Individual	*During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

MS 343 currently has 100% Highly Qualified Teachers on staff. Historically, we retain over 90% of our teaching staff. Last year we retained 19 out of 21 teachers. As a small school, our teaching and support staff depend on one another greatly, a situation which lends itself well to collaboration. Part of the administration's philosophy on teaching and learning is that collaboration, such as common planning and Inquiry time, be built into the framework of our school. If we value something, then we need to make it a part of everyone's experience at 343.

One way in which we facilitate collaboration, which is a major draw for highly qualified teachers, is the fact that this time is programmed into the teachers' daily schedules. The school utilizes a block scheduling program which allows for specific departments to be available for teacher teams. Every teacher at 343 has two common planning meetings and one Inquiry team meeting built into their weekly programs. This aspect of our unique program attracts teachers who are serious about their craft and who are looking to improve student outcomes, curriculum design and delivery and to enhance teaching methodologies.

Another strategy we use to attract and to retain highly qualified teachers is to pair up all new teachers with a veteran mentor teacher. This pairing involves common preparatory periods and sharing of resources and curriculum. Research shows that 66% of teachers who are mentored in their first years in the profession, stay in the profession and report being more satisfied with their work. Our history indicates that highly qualified teachers stay at MS 343.

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

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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 S. Litrico	District 07	Borough Bronx	School Number 343
School Name Academy of Applied Mathematics and Tech.			

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

Principal Mr. V. Gassetto	Assistant Principal Ms. D. Callahan
Coach type here	Coach type here
ESL Teacher Ms. A. Fuller	Guidance Counselor type here
Teacher/Subject Area Ms. A. Ames	Parent type here
Teacher/Subject Area type here	Parent Coordinator Ms. A. Cunningham
Related Service Provider type here	Other type here
Network Leader type here	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	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	258	Total Number of ELLs	41	ELLs as share of total student population (%)	15.89%
------------------------------------	------------	----------------------	-----------	---	---------------

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

1. Whenever a new student comes to Middle School 343 looking for a placement at our school, a series of steps follow, all in accordance with our identification and registration process. The first step is to see Ms. Ingrid Ott, Pupil Accounting Secretary, in the main office. Ms. Ott reviews all necessary paperwork with the parent or guardian, including the Home Language Survey, as part of her "Intake" procedures. Once the HLIS has been administered, the PAS reviews the parent response(s) to see which language was checked off as being spoken in the home. If the language checked off is one other than English, the student is "flagged" as having to have the LAB-R administered within 10 days. If English was indicated as the home language, and Ms. Ott questions the validity of this response, she then calls the Assistant Principal, Ms. Callahan, who is also an ESL certified teacher. Ms. Callahan then comes to the office to orally interview the student and speak to the parent(s) to ensure that English is indeed the home language. If the language is NOT English, then that child is also "flagged" for the LAB-R exam to be administered within 10 days. After the HLIS has been administered, the oral interview has taken place, and the determination has been whether or not the student will take the LAB-R, the bilingual parent coordinator, Angela Cunningham is called into the office to both meet the parent and student, and to offer the parent a chance to view the video to help parents choose which program they want their child to participate in, Dual Language, TBE or ESL. (Answers prompt #2) The parent is offered refreshments and views the video. Once the parent chooses an option, the choices the school has to offer and explained. The parent completes the entitlement letter, completes the survey and makes their selection. (answers prompt #3) #4. If the parent's first choice is not available at our school, the parent is offered a transfer to a school which offers the program/model the parent chose. If the parent speaks a "low incident" language and we cannot find a staff member to interpret for the parent in order to ensure they are making an educated choice, we would call the Translation Department to request services/support.

Once the parent has completed all necessary forms, has made their decision and has viewed the video, and assuming the child is placed in our school, the student's data is reviewed. If the child has test data on ATS/ARIS and/or other student data sites, the ESL teacher(s) and AP (ESL licensed) reviews the student data to see which class would be the best for the student's needs. Depending on the student's NYSESLAT level, they will receive ESL instructional minutes as per Chancellor's rules as part of CR-154. (also answers #3). ARIS, NYSESLAT data and attendance records are all reviewed to see what efforts and instructional models would best fit the student's needs both academically and socially. Class placement, groupings and support services such as 37.5, referred to as "Small Group" at MS 343, AIS and after school are explained to the parent and offered at this time. The student is also assigned an advisor, who is a staff member responsible to give the student an academic planner, meet with them once a week to discuss school and social success, and check in on behavior, grades and attendance with the student. We ensure that new arrivals to our school are given an opportunity to choose an elective club, such as technology, art, music or dance to offer incentives to come to school on time and to offer exciting enrichment opportunities to the new students as they assimilate into American and more specifically, New York City culture and environment.

#5&6. As MS 343 only offers ESL placement, the trend we have seen in parent choice has been ESL with few exceptions. The school has a very good reputation in our neighborhood/school community, and was one of only 32 of 1,800 NYCDOE schools to receive an "A" for 5 consecutive years on the school report card. Most parents who come to MS 343 looking for placement have heard about our

school from friends and neighbors, or have sent their older children to our school and are familiar with our programs. In the few incidents where we cannot accommodate a parent's choice of placement, such as TBE, we call our campus/neighbor school and coordinate a meeting with the parent, MS 224's parent coordinator and ours.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained							1	1	1					3
Push-In														0
Total	0	0	0	0	0	0	1	1	1	0	0	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	10	Special Education	9
SIFE	0	ELLs receiving service 4-6 years	15	Long-Term (completed 6 years)	14

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
Dual Language										0
ESL	11		2	16		3	14		4	41
Total	11	0	2	16	0	3	14	0	4	41

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers: _____

Ethnic breakdown of EPs (Number):

African-American: _____

Asian: _____

Hispanic/Latino: _____

Native American: _____

White (Non-Hispanic/Latino): _____

Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							13	18	9					40
Chinese							1							1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	14	18	9	0	0	0	0	41

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

1. At MS 343 we have 41 ELLs on register to date. After reviewing the ELL student data available on ARIS and NYSESLAT modality data, the ESL instructional team reviewed patterns and trends. The majority of our students scored at the Intermediate and Advanced level, with their weakest areas in Writing. 1.a. All ELLs are grouped in one of two ESL certified teachers classes for ESL or ELA depending on their NYSESLAT level, and according to CR-Part 154 minutes. The students receive free standing ESL or ELA instruction from one of the two certified ESL teachers. The program at MS 343 is block scheduling so all ELLs receive blocks of their instruction as a whole class. They travel to ESL/ELA as a group and are grouped for other subjects according to strengths and areas of focus/testing data as per ATS and ARIS.

2. The administration at MS 343 hired an additional ESL teacher for this academic year to accommodate more instruction time and social support for ELLs and Long term ELLs. The ELLs who have become proficient are also supported by one of the 2 ESL teachers from AIS and 37.5 to give additional support to these students. 2a. NLA instruction is supported through class cultural trips, primary source interaction through Career Day presenters, bilingual elective class teachers, NLA class library sets and books on tape for NLA instruction.

3. ELLs in subject area classes are supported through a wide array of technology, such as headphones, books on tape, glossaries for all content areas, 6-8 computers in every classroom for students to research, use websites and to get visual and interactive instructional support. Every teacher also has a "Document Camera" and SMart Board in their room to ensure scaffolded, visual representations of content information. Teachers of ELLs attend 2 common planning meeting per week which are visited by the PA (ESL certified) at least 50% of the time to provide ESL strategies and support in delivering instruction. PD is also afforded to teachers of ELLs both in and out of school on topics of curriculum design using UBD/Grant Wiggins, and scaffolding techniques to make vocabulary more accessible to ELLs.

4. ELL instruction is supported through a variety of scaffolding techniques including color-coding our vocabulary into parts of speech, scaffolded graphic organizers and "shoulder buddies", who are students at a more proficient linguistic level who can help ELLs during groupwork. Teachers also conference with ELLs regularly to check for understanding. 4.a. AT MS 343 we have no identified SIFE students to date, but in the case of a new arrival, steps would be taken to ensure both academic and social success. SIFE students would be assigned an advisor to check in with them on academic success, attendance and to give them an academic planner to record assignments and to help with organization skills. The parent coordinator, Ms. Cuningham would meet with the parents of SIFE students on a monthly basis to check on progress reports, report cards and attendance. 4.b. Newcomers would receive these same services to ensure assimilation to the school and support in adjusting to their new environment. An advisory group would be created with these students which would serve as a support group with an ESL teacher facilitating. 4.c. ELLs who are approaching LTE status are grouped with an ESL teacher for both "small group" (also known as 37.5) and AIS services to support their language acquisition before they reach LTE status. 4.d. Once they have arrived at LTE status, or if they arrive at MS 343 already a LTE, they are designated for our after school program specifically for

A. Programming and Scheduling Information

LTEs. This class after school is taught by a certified ESL teacher and uses NYSESLAT prep materials to support all 4 language modalities. 4.e. ELLs with special needs are accommodated in accordance with their IEP. If ELLs require additional support, the advisory program members are consulted and the ESL instructional team is consulted.

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				
Social Studies:				
Math:				
Science:				

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%			
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

Programming for ELLs:

5. For school year 2011-2012 M. S. 343 will utilize block programming. This means that students will be scheduled in sections of English Language Arts, English as a Second Language, Mathematics, and AIS classes based on students' needs and areas of focus evidenced in the 2011 NYSESLAT report and the 2011 ELA data.

ESL students will be serviced by certified ESL teacher during the humanities and AIS blocks as well as during extended day. All instructional components will be taught in the English language. In an effort to develop the language skills and fluency of our ELL population at M. S. 343, we will use the Workshop model which follows all Balanced Literacy components, (researched-based), such as the Read Aloud, Shared Reading/Writing, Independent Reading/Writing and Guided Reading/Writing. In addition to the Workshop Model, we incorporate audio/visuals, listening centers, multi-level classroom libraries, process charts, graphic organizers, and manipulatives.

6. ELLs who have reached proficiency on the NYSESLAT, and/or who have scored a level 3 or 4 on the ELA exam will continue to receive ELA instruction or AIS services from a certified ESL teacher.

7. Some curriculum adjustments have been made to the ESL curricula, including, but not limited to the infusion of the CCSS, Undersanding By Design lesson plan format with Essential Questions, and class novels that align with our curriculum topics to promote literacy skills in our ELLs.

8. The instructional and administrative team(s) have decided to continue with our existing programs while adding the aforementioned CCSS and literacy components. Teaching strategies that will be used to meet the different needs of our ELL students are: modeling, total physical response, repetition, hands-on instruction, small group instruction, individualized instruction and pair-share activities. Our English Language Learners will be encouraged to participate in the Test prep classes and the after school small group instruction with a focus on differentiating instruction.

10. Middle School 343 in conjunction with Just Us Inc. will provide a vibrant after school program for all students. The program will be both instructional and recreational. Homework help, tutoring, test prep, art, and a number of clubs will be included in the program. All English Language Learners will be encouraged to attend.

12. All required services are aligned to ELL students grade levels, proficiency levels and instructional levels. We have two certified ESL teachers who collaborate and are able to meet the needs of ELLs tudents as they acquire English throughout the year. Continuous review of data allows for flexibility with scheduling as students master different skills and become increasingly proficient in NYSESLAT modalities.

13. Newly enrolled ELLs are encouraged to join the "Just Us" after school program which facilitates numerous cultural and historical trips for the students on breaks, weekends and haround the holidays such as museums, shows and plays.

14. ELLs are encouraged to use the NLA classroom libraries in each literacy classroom, as well as participate in the cultural trips offered to bilingual students.

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

All pedagogical staff who instruct ELLs have received professional development in teaching writing. MS 343 has had summer workshops; curriculum planning workshops, professional development workshops both in-house and outside of school to enhance teachers' abilities to differentiate their instruction based on students' areas of strength and focus, as well as differentiate student outcomes. ELL teachers have also received professional support in technology, including the Smart Board to enhance ELLs' visual learning experiences, using video and audio books to support ELLs listening skill, as well as in technology based programs that are available at MS 343, such as Study Island.

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

1. At MS 343, parental involvement is not only encouraged, it is actively sought after by school sport and teaching staff, administration and our parent coordinator. Parents have access to computers at a monthly "Open House" where they are tutored in accessing the school website and online grading system, "Snap Grades". Parents are also invited to monthly awards ceremonies, dance and music shows and "coffee with the Principal and/or Assistant Principal through our "Open Door" policy. MS 343 hosted a "Back to School dinner" with our students' parents where 1st quarter progress reports were distributed, and teachers were available to meet briefly and discuss homework, tests and classwork to date. All teachers of ELLs participate in these PDs, some of which are led by ESL staff and/or the AP of instruction, who is an ESL certified teacher herself. The AP, Ms. Callahan attends all ESL department study groups, common planning meetings and outside PDs.

3&4. During these frequent meetings with parents, the school staff are able to get suggestions from the parents, and have numerous opportunities to hear their thoughts, concerns and suggestions. Our parent coordinator, Parent Association and SLT also reach out to parents with regular mailings, phone calls and memos sent home with the students to inform parents of upcoming events such as "School Spirit Days" and dances. Parents were invited to meet with the parent coordinator, AP and principal where they suggested fund raising ideas, spirit suggestions among other items at our "Back to School" orientation in the auditorium in the early part of the academic year.

2. Our English Language Learners are encouraged to participate in the Test prep classes and the after school small group instruction with a focus on differentiating instruction. Middle School 343 in conjunction with "Just Us Inc.", an outside agency which is funded by DY OCD, provides a vibrant after school program for all students. The program is both instructional and recreational. Homework help, tutoring, test prep, art, and a number of clubs are included in the program. All English Language Learners are encouraged to attend. Flyers are sent to all parents of ELLs and phone calls are made to parents of ELLs using the school's voice messenger service and the bilingual parent coordinator, Ms. Cunningham. All parents of ELLs are invited to donuts and coffee with the parent coordinator and AP of instruction every quarter/marking period to discuss progress of ELLs, testing and upcoming events and support services such as after school, Saturday courses and AIS.

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)							3	2	0					5
Intermediate(I)							3	5	4					12
Advanced (A)							8	11	5					24
Total	0	0	0	0	0	0	14	18	9	0	0	0	0	41

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	B							0	0	0				

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
/SPEAKING	I							5	2	0				
	A							9	13	8				
	P							0	2	1				
READING/ WRITING	B							3	2	0				
	I							3	5	4				
	A							2	9	3				
	P							6	1	2				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	5	5	1	0	11
7	10	7	1		18
8	1	4	0		5
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	6		5		1		1		13
7	2		12		3		0		17
8	1		2		2				5
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)								
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

1, 2 & 3. The Academy of Applied Mathematics and Technology has a total of 41 English Language Learners (ELLs). Fourteen students are currently in grade 6, eighteen in grade 7 and nine are in grade 8. All ELL students enrolled at M.S. 343 participate in free standing ESL classes based on Parent choice.

2,3,4. A review of the 2011 NYSESLAT data indicates that our students’ area of weakness is writing. In order to address this modality in our instruction program, we have developed a literacy curriculum which addresses this skill.

- Technology is used in all ESL classes to support students’ writing skills
- ELL students are provided with differentiated instruction as well as differentiated outcomes which focus on “word and language study” or grammar, persuasive, literary, narrative and expository writing, and writing mechanics.
- ELLs enrolled at MS 343 receive Academic Intervention Services in small groups that focus on writing and grammar skills.
- Listening centers are utilized in ELL classrooms to facilitate the use of books on tapes, listening exercises and writing activities.

6. ELL students are administered a pre test before each new instructional unit, as well as a post test to determine strengths and areas of focus throughout the academic year. If students do particularly well on a certain unit, or with a particular skill, they are able to move to the next topic or work at a more advanced pace. However, if ELL students show areas of focus (weakness) in a certain area, they are given more support and scaffolding.

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

Classroom libraries consist of ESL, “Reluctant Readers”, and multi-cultural book set. Additionally, ESL dictionaries are available in all classrooms. Word-to-word translation glossaries have been downloaded from the New York State ELL website for each content area subject and have been made available to students who speak languages other than English. All classrooms are supported with technology such as Smart boards, computers, document cameras and overhead projectors. Each classroom also has NLA sets of books for ELLs.

Part VI: LAP Assurances

School Name: MS 343

School DBN: 07X343

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
--------------	-------	-----------	-----------------

School Name: MS 343

School DBN: 07X343

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Vincent Gassetto	Principal		11/30/11
Deirdre Callahan	Assistant Principal		11/30/11
Angela Cunningham	Parent Coordinator		11/30/11
Althea Fuller	ESL Teacher		11/30/11
	Parent		11/30/11
Ashley Ames	Teacher/Subject Area		11/30/11
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **07X343**

School Name: **343**

Cluster: _____

Network: **CFN 406**

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.

MS 343 believes that our students' best chance at success comes when families and the school collaborate. Families must be included in school events and must receive information in a way that is accessible and useful. In accordance with Section VII of the Chancellor's Regulations and to ensure parental access to printed as well as online school information, all parents received and completed a brief survey asking them in what language they preferred to receive information from the school. These surveys were distributed and the data were reviewed in September, 2011. These data were entered into our master school data sheets which are available to administration and staff. Our Spanish-English bilingual parent coordinator keeps a soft and hard copy record of these data and provides in-house translation services and translates all documents sent home to parents into Spanish, as this is the language our non-English speaking parents listed as their preferred language for information on the survey. If the time should come when a parent indicates they prefer to receive information in a language other than English or Spanish, steps will be taken to ensure compliance with Chancellor's Regulation Part A, and access will be provided to those parents.

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.

According to the survey administered by MS 343 to all parents in September, 2011, the two languages of choice indicated by parents were English and Spanish. If in the future, we should register a student whose parents speak a language other than English or Spanish, steps will be taken in accordance with Chancellor's Regulations to ensure access to all school information.

Part B: Strategies and Activities

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

MS 343 is proud to provide full access to all written materials to all parents of students at our school which are aligned with those established by the Department of Education. We believe whole heartedly that parents must be included in information and events that are "critical to their child's education", as per Section VII of the Chancellor's Regulations. In order to ensure parental access to printed as well as online school information, all monthly school calendars, announcements and invitations, class and/or curriculum information, student progress reports, report cards, and the online grade system MS 343 used to house student data have been offered in both Spanish and English. In the beginning of academic year 2011-2012, all parents received and completed a brief survey asking them in what language they preferred to receive information from the school. These data were entered into our master school data sheets which are available to administration and staff. Our Spanish-English bilingual parent coordinator provides in-house translation services and translates all documents sent home to parents into Spanish, as this is the language our non-English speaking parents listed as their preferred language for information. If the time should come when a parent indicates they prefer to receive information in a language other than English or Spanish, steps will be taken to ensure compliance with Chancellor's Regulation Part A, and access will be provided to those parents.

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.

One of the goals at MS 343 is to improve our already good parent involvement. We are proud of the accomplishments our staff and our parents have made in collaborating toward reaching school goals. In order to ensure continued parental access to school information, such as monthly school calendars, letters home to parents and families, announcements and invitations, class and/or curriculum information, student progress reports, report cards, and the online grade system MS 343 uses to house student data, MS 343 has a Spanish-English bilingual parent coordinator. There are also numerous other Spanish speaking staff members within our teaching staff, school aids and para professionals, as well as a bilingual Dean. MS 343 provides Spanish and English translation on every document, and live interpretation services at every parent-teacher/school event. These services are provided by in-house staff as well as the bilingual members of our Parent-Teacher Association.

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>.

The procedures followed at MS 343 regarding parental notification requirements for translation and interpretation services are aligned with those established by the Department of Education. Our school-based procedures ensure that Limited English Speaking parents are provided with a "meaningful opportunity to participate in and have access to programs and services critical to their child's education", as per Section VII of the Chancellor's Regulations. In order to ensure parental access to school information, such as monthly school calendars, letters home to parents and families, announcements and invitations, class and/or curriculum information, student progress reports, report cards, and the online grade system MS 343 uses to house student data, a myriad of steps have been taken, including: employing a Spanish-English bilingual parent coordinator, Spanish and English translation on every document, and interpretation services at every parent-teacher/school event such as back to school orientations and dinners, progress report and report card conversations, and school performances and events. As the overwhelming majority of parents who speak languages other than English are Spanish speaking, the above mentioned services are provided in Spanish. If such a case should arise where a parent speaks a language other than English or Spanish, MS 343 school personnel, such as administration and the guidance coordinator would reach out to the Department of Education for translation and/or interpretation services in those languages.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: 07X343	DBN: 07X343
Cluster Leader: Christopher Groll	Network Leader: Sandy Litrico
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 type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" 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: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

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:

At MS 343, our program, which meets for 16 sessions from 9:00 am-12:00 pm is directly aligned to students' strengths and areas of focus based on 2012 NYSESLAT data. After careful review of the data, our ESL teacher and two ELA teachers, licensed to teach English Language Arts, discovered that writing was the biggest focus area for our 6th, 7th and 8th grade students. This year, we have 19 ELLs in 6th grade, 10 in 7th grade and 16 in 8th grade. Due to the fact that these ELL students' areas of focus, based on NYSESLAT data was writing, the Saturday program teachers use materials such as Focus on Writing by Kaplan to bring students through the writing process in a sequential, coherent way. The 3 teachers plan their lessons together with the ESL certified teacher reviewing them for access points and scaffolding strategies in mind for ELLs. The lessons include a mini-lesson on a particular writing strategy or topic, a vocabulary component using word-to-word glossaries, and Kaplan books which provide guided as well as independent practice. In addition to these books and strategies, teachers support their ELLs language acquisition and reading comprehension by using the 100 Book Challenge protocol during Saturday school. The 100 Book Challenge is a sustained silent reading program used by all 3 teachers which promotes stamina and vocabulary development, as well as a large conferencing teacher-student component.

Part C: Professional Development

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

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

Begin description here: One way in which we facilitate professional development for our Saturday program ESL certified teacher, and for those teachers who instruct ELLs in ELA is programmed into their daily schedules. The school utilizes a block scheduling program which allows for this group of teachers to participate in collaborative teacher teams. Our ESL certified teacher at 343 has two "common planning" meetings and one "Inquiry" meeting built into her weekly program. This aspect of our unique program enables the 3 teachers to share best practices, lesson plan together, look at ELL student data as a team and make instructional decisions in a uniform, consistent way. The teachers can review NYSESLAT data along with other classroom data and plan lessons for their Saturday students which focus on the students' areas of weakness. Our ESL certified teacher shares her resources and her knowledge of scaffolding with the other 2 teachers during these meetings and reviews the final document and all lesson plans herself. Our teachers are able to improve our ELL student outcomes, their own curriculum

Part C: Professional Development

design and delivery and enhance their teaching methodologies.

At MS 343 we also offer our ESL teacher multiple opportunities each year to attend professional development workshops both in school and out of the building, including Teacher's College workshops, Grant Wiggins curriculum design workshops, as well as PDs specifically designed for teachers of ELLs.

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: Some of the strategies the MS 343 community uses to involve and engage parents include:

- Purchasing a web based grading program called Jupiter Grades which allows parents access to their children's grades on a regular basis. This program can be accessed in English or Spanish and reports can be printed at the teachers' discretion in English or Spanish, in whichever language the parents identified as the one they would like to receive information from the school back in September 2012.
 - o Training teachers and parents to use the Jupiter Grades program, open lab days for parents who do not have access to the internet to come into the school
 - o Providing parents with ongoing access to computers to monitor student performance
- * Hosting a parent orientation in early September to explain the "100 Book Challenge" protocols, home reading log, parent signature requirements, and incentives aligned with the program
- Having a bilingual Parent coordinator facilitating parent/teacher dialogue, facilitating monthly workshops and events including Jupiter Grades workshops, and other engaging workshops such as technology, yoga, knitting, cooking, etc.
- Hosting a Parent-Teacher-Staff "Back to School Dinner" during Fall 2012 to encourage the initial meeting and greeting between teachers, staff and parents of bilingual students
- Hosting a summer orientation for all parents in both English and Spanish, specifically those with students coming to MS 343 for the first time, to explain the 100 Book Challenge, share student performance data and share plans to improve our students' overall reading comprehension, stamina and reading levels

Part E: Budget

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

Allocation Amount: \$11200

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		