



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** MARIA TERESA MIRABAL  
**DBN (i.e. 01M001):** 06M319  
**Principal:** YSIDRO ABREU  
**Principal Email:** YABREU@SCHOOLS.NYC.GOV  
**Superintendent:** ELSA NUNEZ  
**Network Leader:** BENJAMIN SOCCODATO

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Ysidro Abreu	*Principal or Designee	
Edgar Santana	*UFT Chapter Leader or Designee	
Yoly Sanchez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Jay Colon	Member/	
Daniel Thomson	Member/	
Allison Farmer	Member/	
Grismilda Rojas	Member/	
Iris Fernandez	Member/	
Domitila Vasquez Martinez	Member/	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### Annual Goal #1

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

*By June 2014, 70% of Literacy teachers will improve a level as per the Danielson rubric in using assessment in instruction (3d) as well as improve their questioning techniques (3b) as per school created data software thus improving literacy teacher effectiveness by developing a shared understanding of instructional excellence.*

### Comprehensive Needs Assessment

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

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

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

##### Activity #1

- Professional Development: PD will be given on the following topics: Interim assessments to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning*

##### Activity #2

- Use of a Coach Room: A coach's room will be designated so that coaches and other instructional teacher teams will have a designated location to be trained in the use of disaggregated student data. This will include the use of cross curriculum data, made accessible in the room, focusing on ELLs/SWDs and at risk students. Activities carried out in the coaches room will include monitoring student progress, setting initial goals for groups and individual students in ELA, programmatic implications based on indicators of interim progress assessment results and follow-up activities. Responsible staff will facilitate discussions of the students' progress and strategies for improved student outcomes, including L1-4 students. Also so multiple coaches can meet with teachers and offer support based on their particular area of expertise*

#### B. Key personnel and other resources used to implement each strategy/activity

- Assistant Principals, Coaches, Staff Developers (internal and external) and Data Specialist

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- Coaches online monitoring tools assessment of teachers
- Advance entries by administration
- By January 2014 50% of our Literacy teachers will improve a level in Domains 3B and 3D
- By March 2014 60% of our Literacy teachers will improve a level in Domains 3B and 3D
- By June 2014 70% of our Literacy teachers will improve a level in Domains 3B and 3D

#### D. Timeline for implementation and completion including start and end dates

- September 2013 through May 2014

#### E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- Study Groups –Once a week part of the teachers' schedules, Staff development, Staff Inter-visitations,

### 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).

- Weekly interactive letters to parents (school information, workshops, technology training etc.)*

- The school will host a Back to School night and explain to parents what they children will learn throughout the school year and how to assist them.
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.
- Parents will be trained on how to use M.S. 319 Parent Link and to check their child's grades online using E-Chalk.

The Parent Coordinator will accompany parents on periodic Learning Walks to increase their connection to the school community and gain input on how to involve parents in their children's education

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

- All students will participate in our literacy-based program that has been established as part of the overall instructional program.
  - The school has a Sapis worker that works with the students to improve attendance and violence prevention.
  - The school has designated \$250.00 for students with temporary housing
- The Children's Aid Society afterschool program to assist with Literacy skills, parental involvement and homework help

### **Goal and Action Plan #2**

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

#### **Annual Goal #2**

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

*By June 2014, 60 % of students will show progress in their writing skills in using textual evidence to support arguments and/or claims in all grade levels as measured by our periodic writing practicum giving three times throughout the year and graded using a school wide rubric.*

#### **Comprehensive Needs Assessment**

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

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

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

##### **A. Strategies/activities that encompass the needs of identified subgroups**

###### **Activity #1**

1. *Professional Development: PD will be given on the following topics: Using rubrics in the writing process; "Lifting lines" (using quotations) from texts to support arguments and/or claims; teaching students to address questions asked (boxes and bullets); Common Core Pilot Program participation.*

###### **Activity #2**

2. *School wide Writing Common Core Tasks Assessments(3 in each grade level 6<sup>th</sup>, 7<sup>th</sup> & 8<sup>th</sup> /Non fiction): A school wide writing assessment will be given three times throughout the year. (Common Core Assessment Task)*

##### **B. Key personnel and other resources used to implement each strategy/activity**

1. *Assistant Principals, School Cabinet, Coaches, Data Specialist.*

##### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. By January 2014, 40% of students will show progress
2. By February 2014 50% of students will show progress
3. By March 2014 60% of students will show progress

##### **D. Timeline for implementation and completion including start and end dates**

1. *November 2013, January 2014 and March 2014*
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- School-wide writing practicums given three times throughout the school year, curriculums in Literacy, Social Studies and Science that support the making of claims and using textual evidence to support those claims.
  - Study Group – once a week by department, staff development as needed, classroom inter-visitations by teachers, and modeling by coaches

**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).
- Students' grades will be posted online as well as the writing assessment grade will appear on the students' report cards starting with the second marking period.
  - The Parent Coordinator will conduct monthly parent walkthroughs and parents will provide feedback to the principal.
  - Parents receive a weekly interactive letter which notifies them of school functions and allows them to offer feedback on school activities and programs.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

- All students will participate in our literacy-based program that has been established as part of the overall instructional program.*
- The school has a Sapis worker that works with the students to improve attendance and violence prevention.*
- The school has designated \$250.00 for students with temporary housing*
- The Children's Aid Society afterschool program to assist with Literacy skills, parental involvement and homework help.*

**Goal and Action Plan #3**

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

**Annual Goal #3**

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

By June 2014, Provide Staff development to teachers that will incorporate the use of technology to differentiate instruction in the classrooms to address the needs of E.L.L.s

**Comprehensive Needs Assessment**

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

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

- Activity #1**
- Professional Development: PD will be given on the following topics: Smartboard, Excel, PowerPoint, Exc-ELL vocabulary acquisition, the Elmo, listening centers, Independent Learning Centers, neos and laptops to differentiate instruction.*

**Activity #2**

- *Creation of a school wide calendar setting technology goals for every content area to produce one grade wide project..*

**B. Key personnel and other resources used to implement each strategy/activity**

1. *Assistant Principal, Cabinet, Bilingual Coordinator, Technology Coordinator, Coaches, Data Specialist*

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. *An increase in student achievement on the NYSESLAT exam, An increase in the submission of technology projects by our E.L.L. students.*

**D. Timeline for implementation and completion including start and end dates**

1. *September & October 2013 to June 2014.*

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. *Study group once a week by departments, staff development by the technology coordinator and coaches, classroom inter-visitations by 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).

- *Parent classes to learn how to check students' grades online.*
- *Parent learning walks conducted monthly and feedback given to the principal.*

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

- *All students will participate in our literacy-based program that has been established as part of the overall instructional program.*
- *The school has a Sapis worker that works with the students to improve attendance and violence prevention.*
- *The school has designated \$250.00 for students with temporary housing*
- *The Children's Aid Society afterschool program to assist with technology skills, parental involvement and homework help.*

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

- 1.

**B. Key personnel and other resources used to implement each strategy/activity**

- 1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- 1.

**D. Timeline for implementation and completion including start and end dates**

- 1.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

**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).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1.

**B. Key personnel and other resources used to implement each strategy/activity**

1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**D. Timeline for implementation and completion including start and end dates**

1.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

**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).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

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

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>○ <i>Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers in all disciplines.</i></li> <li>○ <i>The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.</i></li> <li>○ <i>Mentors are assigned to support struggling and un-qualified teachers.</i></li> <li>○ <i>Hiring committee to conduct interviews and demo lessons</i></li> <li>○ <i>Summer training for newly hired staff</i></li> </ul>

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Study group once a week by department, staff development by onsite and external staff developers,

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funds from Federal, State and/ or local funds are used to meet the needs of the entire student population. Students may receive counseling services, uniform assistance, subject area tutoring, homework help and sports/recreational activities, Saturday Tutoring program, attendance prevention program, anti-bullying initiative.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
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**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers share in the creation and administration of assessment tools to students. The data is shared is teachers, students and parents. The curriculum is then adjusted to meet the results of the data ex. Areas of focus are targeted and lessons are planned to improve student outcomes. Students are then retested on their areas of focus until the area of focus becomes an area of strength. Teachers who excel in particular areas facilitate staff development to their colleagues thus increasing our building-wide capacity.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.
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**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
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**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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.

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**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 1<sup>st</sup> 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**  
**MAY 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 1<sup>st</sup> 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>06</b>	Borough <b>Manhattan</b>	School Number <b>319</b>
School Name <b>Maria Teresa Mirabal</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Ysidro Abreu</b>	Assistant Principal <b>Penelope Duda</b>
Coach <b>Nathalie De La Mota</b>	Coach
ESL Teacher <b>Tiffany Braby</b>	Guidance Counselor
Teacher/Subject Area <b>Denise Diglio</b>	Parent
Teacher/Subject Area	Parent Coordinator <b>Willie Frias</b>
Related Service Provider <b>Leirylyn Montero</b>	Other <b>Luis Lora</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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 currently teaching in the ESL program.	<b>5</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>2</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>4</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>7</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>684</b>	Total number of ELLs	<b>225</b>	ELLs as share of total student population (%)	<b>32.89%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

#### This school offers (check all that apply):

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

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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)							1	1	1					3
<b>Dual Language</b> (50%:50%)							1	1	1					3
<b>Freestanding ESL</b>														
Push-In							3	3	0					6
Pull-out							1	4	2					7
<b>Total</b>	0	0	0	0	0	0	6	9	4	0	0	0	0	19

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	224	Newcomers (ELLs receiving service 0-3 years)	99	ELL Students with Disabilities	54
SIFE	36	ELLs receiving service 4-6 years	64	Long-Term (completed 6+ years)	39

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	66	18	6	8	0	2	10	0	1	84
Dual Language	12	4	3	0	1	1	4	7	1	16
ESL	8	3	2	50	1	11	28	0	9	86
Total	86	25	11	58	2	14	42	7	11	186
Number of ELLs who have an alternate placement paraprofessional: 0										

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							26	30	24					80
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>26</b>	<b>30</b>	<b>24</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>80</b>

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP										
Spanish													10	15	12	17	5	21	27	53
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>	<b>10</b>	<b>15</b>	<b>12</b>	<b>17</b>	<b>5</b>	<b>21</b>	<b>27</b>	<b>53</b>											

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>28</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>    </u>	Asian: <u>    </u>
Hispanic/Latino: <u>80</u>	Other: <u>    </u>
Native American: <u>    </u>	White (Non-Hispanic/Latino): <u>    </u>

**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							18	22	20					60
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								1	1					2
Haitian														0
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	18	23	22	0	0	0	0	63

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							17	25	20					62

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							9	12	15					36
Advanced (A)							41	44	30					115
Total	0	0	0	0	0	0	67	81	65	0	0	0	0	213

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					!Und
4					
5					
6	39	15	1	0	
7	51	12	0	0	
8	44	7	0	0	
NYSAA Bilingual (SWD)					

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									
4									
5									
6	30	14	12	2	2	0	0	0	
7	26	11	21	12	2	3	0	0	
8	28	18	11	2	0	0	0	0	
NYSAA Bilingual (SWD)									

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									
8	5	0	21	1	29	6	0	0	
NYSAA Bilingual (SWD)									

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 Foreign Language				
Government				
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)	19	47	65	26	6	24	20	8
Chinese Reading Test								

## 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

As a school community, we decided to opt out of citywide interim assessments and design our own. Each department builds their own assessment, including the ESL/Bilingual Department. These assessments are Common Core standard-based. Each department creates a unit test, skill analysis and answer key. Within the unit test, specific content strands, skills and standards are addressed based on students' strengths and areas of focus. The students' strengths and areas of focus are based on baseline assessments. The troublesome questions from the baseline are then spiraled into the next exam, enabling the teachers to pinpoint specific areas, rather than re-teach broad topics to the entire class. AT MS 319, we have a data specialist that has been extensively trained in regards to dissemination and collection of data. Each department has a coach that has been thoroughly trained in the following areas; Data analysis, Data Interpretation, Direct Application of data results for instruction.

After carefully analyzing and looking at trends, each coach begins a rotational series of visits whereby, the coach visits their assigned teacher with activities that focus on skills, that zoom in on their areas of focus. The cycle is concise and systematic. Using the indicators of the Danielson Framework we set up coaching cycles around low inference observations and teacher/coach created goals.

This data demonstrates that our ELLs, especially those students who have been in the country for four years or less, need a large amount of scaffolding in order to achieve the standards set forth by the Common core. Therefore, we ensure that our ESL teachers have planning time each week. Also, we use technology actively in the ESL classrooms to support students language development (MyOn Reader, Skills Tutor, MyAccess, Renaissance English in a Flash and Rosetta Stone for the newcomer students who have been in the country for one year or less).

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The 7th & the 8th grades had the highest percentage of students who are either Beginners or Intermediates in Listening and Speaking (26 percent & 22%). Four percent of ELLs in the 6th and 8th grades are Beginners or Intermediates in Listening and Speaking.

The data shows that in the academic year 2012-2013 shows that in the 6th and 7th grade a high percentage of students are Advanced in Reading and Writing. In the 6th and 7th grades, 59% of the students are at the advanced stage of the language acquisition process.

This data also shows that many students are reaching Advanced and Proficient levels in both Listening and Speaking as well as Reading and Writing. Small percentages of students have Beginner and Intermediate levels in either of the modalities, especially in the 7th and 8th grades. Yet there are still higher percentages of students who have reached Advanced and Proficient levels in Listening and Speaking than in Reading and Writing.

This data also reveals that there we received a significant increase in regards to our Beginners population specifically in both grades 7 & 8th. 24% of ELLs are at the beginners stage of the language acquisition process, while in grade 7 there are 28% of students at the beginners stage and in the 8th grade there are only 28% all of these having been recent admits to the country & have been tested via the LAB-R. By the same token, 15% of the students are at the Intermediate level students in grade 6, 14% in grade 7 and 23% in grade 8. In regards to advanced proficiency levels we have 68% students in grade 6, 58% students in grade 7 and 49% student in grade 8.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

In 2012-2013 20% of our students attained proficiency in the NYSESLAT. In that very same year we had 73 of our ELLs make progress in their English Language acquisition. M.S. 319's NYSESLAT data from academic year 2012-2013, shows that the largest number of ELLs were in the 6th grade. If this pattern holds true in the results of the 2012-2013 NYSESLAT, the largest number of ELLs in academic year 2013-2014 will be in the seventh grade, which is in fact true. This academic school year we have 73 ELLs in the 6th grade, 82 ELLs in the 7th grade and 69 ELLs in the 8th grade. Teachers in all grade levels receive a list of the ELLs in their classes at the beginning of the year, and plan their groupings with this data in mind. For example, all teachers who have ELLs in their

classes create an ELL buddy system to provide ELLs an extra level of support in their content area classes. Because of the large number of ELLs in academic year 2012-2013 in the 6th grade, MS 319 has also concentrated its efforts at building students' vocabularies through the use of the ExC-ELL methodology in 6th grade. Currently, this program is being implemented in all grades, and across the content areas.

The data continues to show that our learners are in need of support across all modalities, with the primary area of focus being Reading and Writing. The way in which we continue to provide this support is by putting systems in place across all English as a second language program. One of our primary goals is to ensure that classrooms are student centered in all aspects in terms of providing the right scaffolds (or take away the scaffolds as needed). Student to student talk and the implementation of the buddy system is one of the initiatives we are capitalizing on this school year. The implementation of the Buddy system means the following across all Bilingual, Dual Language and ESL programs. These are some of the expectations of the ELL buddy system at our school:

- Read together, with the non-ELL asking questions periodically to their ELL Buddy to check for understanding (Domain 3B) and providing language support (vocabulary, syntax, etc).
- Review each other's journal, essay or short response writing and peer edit (Domain 2B).
- Facilitate one another's participation in small group or whole class discussions by asking questions and providing language support.

Teachers will train the "Buddies" in the expectations of the buddy system. This training can include:

- Providing students with a list of questioning prompts that they can use to check for each others' understanding. These prompts would be removed gradually as students internalize their use.
- Procedures for ensuring that all voices are heard, such as providing wait time, turning and talking, jotting down ideas before sharing.
- Use of dictionaries, first language materials and other classroom resources to support language development.
- Respectful ways of correcting students' language use.

This methodology supports students' reading, listening, reading and writing skills. Other scaffolds that we have in place for students' reading and writing skills include the use of technology in all classrooms. MyOn reader is a program that contains thousands of low level, high interest books that students can listen to or read independently in order to support their English Language reading skills. As far as writing, students use the MyAccess program to improve their writing skills. This program provides students with rapid feedback on their writing and allows them to make multiple revisions on one piece of work.

4. For each program, answer the following:

- a. 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?

This data from academic year 2012-2013 shows that, in general, MS 319 students perform better on the Listening and Speaking sections of the NYSESLAT test than on Reading and Writing. This means that there is a strong focus on reading and writing in all classes that contain ELLs, either TBE classes or monolingual classes that receive ESL support. The focus of the ELL pull-out program, which concentrates on Intermediate students in monolingual classes, is an intensive Reading and Writing program called EMC.

The ELL periodic assesment we use mirrors the assesment used as per the new curriculum, our purpose is to ensure that we are assessing our ELLs based on the expectations of the new Common Core standards. Being that we opted in to the new Common Core curriculum, we use the reading, writing, speaking and listening assesments to get more of an accurate impression of how our ELLs are performing in terms of all the language modalities.

Based on the ELE we noticed that most of our ELLs in the bilingual setting are performing in the Q3 and Q4 percentile, which lets us know that our efforts of pushing and sustaining the L1 are highly effective. Our English proficient students however, are mostly faring in the Q2 and Q3 percentile, briefly lagging behind their ELL counterparts. This lets us know that we have to create more interventions both inside and outside of the classroom to support our English proficient students in Spanish.

This academic year the ELL periodic assessment mirror the assessments incorporated in the new Common core aligned curriculum, in response to the changes in English instruction, we re-wrote our entire NLA curriculum mirroring the new expectations in ELA. Not only do we have ELL periodic assessments that are aligned to the common core standards, but the curriculum and assessments in NLA are aligned to the new expectations of the new standards. The information we get back from these assessments is key because not only does it inform us about the "gaps" in learning, but also where the students fall in terms of the new standards. We combine the results from our

periodic assessments with our formative assessments (class discussions, partner work, group work) to get an entire snapshot of the students in all modalities. Additionally, we look at the student work in NLA as a department to identify "gaps" and deficiencies in both languages.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?

All instructional decisions are made based on the formative and summative assessments; all teachers who service ELLs are and have been trained in the strategies that have been proven to be effective. All teachers (despite of whether they serve ELLs or not) are trained in the "Buddy system" in our school. All teachers have been offered training in the implementation of the ELL buddy system in our school, and "Buddy" lists have been collected. The expectation is that all ELLs across all classrooms will receive additional support from their peers (as well as their teachers) with things like accessing complex, texts, tasks and ideas in their classroom on a daily basis.

Additionally, because we have such a high percentage of ELLs especially long term ELLs whenever instructional decisions are made considerations and supports are developed for ELLs as well for Students with disabilities. As an example, we created an initiative called "Smart homework's" which is a tool meant to access basic reading skills on a daily level. The passages and questions are at the appropriate level complexity of the respective grade (6, 7, and 8). Rather than not having our ELLs not participate in this initiative (which would give us concrete data on a weekly basis) we Tier and chunk the text and provide additional time and supports (such as dictionaries) so that it becomes something that our ELLs can grapple with, while feeling supported and we are able to get the data we need about our individual learner. This is just one example of the many that take place on a daily basis. Our ELLs are exposed to "on grade" and cognitively challenging texts and tasks as are the rest of our non-ELL population, just with the right supports.

Furthermore, all ELA classrooms are equipped with Spanish Language libraries to provide students with the ability to read independently in their Native Language. Math, Science and Social Studies classrooms contain Spanish language resource centers as well.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

English proficient students are assessed formally via the ELE exam. They are additionally assessed via their respective NLA classes and the assessments built in to the units of study. There are reading and writing assessments that take place systemically every 2 weeks.

Most English proficient students are performing in the 2nd and 3rd quartile, which lets us know that our efforts of pushing Spanish as a second language are working.

The English Proficient students in the Bilingual setting (including our Dual Language classes) are slightly out performing their ELLs counterparts in state exams across the board.

We attribute part of this with the last minute changes that were done on the state test and with the lack of a unified state curriculum to guide us in the process of teaching common core aligned units of study. Prior to the changes in the standards and on state assessments our ELLs in the bilingual setting (including the dual language classes) would make more growth than their English proficient counterparts yearly.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our program based on our performance of the report card and our AYP performance. This year (again for the 6th consecutive year) MS 319 received a letter A in our report card. According to the report card, 36% of our ELLs made progress. All of our efforts are focused on improving this rate significantly.

We also use the AMAO tool to ensure that our students are not only showing progress on the ELA and Math test, but also in their language acquisition. For the past 2 years we have surpassed AMAO1 and AMAO2 as per the goals set by the state. Based on the data and the results we get back from these state assessment is how we get a better sense of whether what we are doing (the buddy system, smart home works, alignment of the ESL curriculum to the CCSS curriculum, etc). So far the work we have been doing has been resulting in meeting our goals in state assessments.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).) Prior to the beginning of the school year, student data is looked at by the bilingual team. This helps us to identify incoming students in all grades, but specifically in 6th grade who have less than three years in the U.S.A. This assists us in determining placement of those students. Students who are still considered ELL's and belong to the transitional bilingual program are scheduled for ESL classes by language competency level: Advanced, Intermediate, and Beginning. This identification helps us to monitor the amount of minutes on native language instruction and English. If the ELL student's parents have opted out of the transitional bilingual classroom, modality scores are provided to the monolingual subject teachers in order to emphasize areas in which the student might need more support (listening, writing, speaking, or reading). The bilingual coordinator meets with the teachers and assists the monolingual teachers to utilize the data to create activities which will help students acquire these competencies.

During the school year the school Assistant Principal and/or Bilingual coordinator will assist the parents of newcomers to fill out the survey and conduct an informal interview if needed to determine the correct placement of the students. We also provide our parents assistance with the translation of forms in person or over the phone as needed. Once the surveys are completed, the LAB-R can be administered to determine English proficiency level. This process is ongoing because new students enter the school on a regular basis throughout the year. Parents of students who have failed the LAB-R are notified by entitlement letters sent home via backpack and through phone calls and personal outreach to parents at entrance and dismissal. We adhere to the 10 day maximum compliance deadline for newcomers to be surveyed, tested and sit for parent orientation.

To ensure that parents understand all three program choices, parents are invited to attend an ELL Parent Orientation to watch a video that explains each program type and to give parents the opportunity to fill-out the forms, choose the program best suited for their child and ask the necessary questions about student placement. Parents are notified about the workshop a week in advance as soon as their child has been identified as an ELL. Letters are sent home in their native language and parents are given the choice to attend the orientation during or after school hours. Multiple opportunities for orientation and completion of parent survey are provided in order to work around their schedules. Interpreters in the parents' native language are also provided within our staff.

After reviewing the Parent Survey and Program Selection forms for this year, the trend in program choice that five out of five of our parents have requested has been Transitional Bilingual Education Program. The program model offered at M.S. 319 is directly aligned with the parents request.

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.  
Our parent orientation is built in to the registration process, so once the HILS and the registration process have been completed parents are given the orientation on the spot. We come prepared with opt-in and opt out letters. We offer all three programs, so we encourage the parent to choose a program that they feel will benefit their child best. Once the parent chooses, they sign that they were provided with an orientation, the sign the Opt-In letter, their child is placed in the respective setting of the parent's choice and then we enter the choice on the ELPC screen.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Entitlement letters are sent via our yellow envelope with students upon completing the LAB-R. All students receive yellow envelopes with information for parents each Thursday afternoon. The return of these envelopes is quantified by advisors and the parent coordinator to ensure that the information is reaching parents. The bilingual coordinator tests the ESL eligible students, once they complete the test; the bilingual coordinator hand scores the test/s. She proceeds to enter it in to a spreadsheet and she

provides the student with the Entitlement letter with their respective score based on the hand score and the program the parent chose during orientation selected in the letter (In essence it's an entitlement and a placement letter). The student signs a paper saying they are responsible for handing the letter to a parent and the letter is sent home via the yellow envelope. A follow up call is placed to ensure that the letters were received. As stated in the previous question, the program choice happens right after the orientation, so the letters are completed in the building and collected upon the completion of the registration.

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.

Once the entitlement letter is sent which includes the setting and the actual class the student will be placed in based on the parent's choice, we place the student in the respective program (Bilingual, Dual Language or freestanding ESL program). If the student is placed in a Dual language or Bilingual class the parent automatically receives a set of tiered questions in Spanish which they can use to help their child understand texts better (to help them with independent reading and class assignments at home). This is our way of scaffolding the transition process of the newly arrived student and having that extra support at home. Additionally, every Thursday we send home a folder with school related news (like a newsletter in a sense) where parents are told about upcoming events, ways they can support their child at home and things of that nature. This is a school wide initiative, so it happens every week. Due to the fact that 95% of our ELLs speak Spanish all communication is sent in English and Spanish. We have an Albanian, a Philipino and a Chinese student (which each constitute less than one percent of the entire ELL population). Additionally, we have 2 Arabic-speaking students (1.35%) and two students who speaks French and Bambara. As for the parents of those who speak a language other than Spanish, the parents speak and read English. In the case that we receive a student whose language is other than English and it is a language that no one in the school speaks we will reach out to translators to come in and help us with writing correspondence in those parent's respective language, as well as to provide translation for those state tests in which translation is allowed. On that same note we offer parent workshops where bilingual teachers are present, trained and ready to help parents in their native language. We make all possible effort to ensure that all of our parents are able to access all information that is shared with the school community.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Every year a plan is put together for conducting the NYSESLAT which must be approved by the principal of the school. The ESL department along with the department and AP and principal create a schedule and plan one month before the actual test to ensure the smooth implementation of this test. We set up a schedule for each modality, with certified ESL pedagogues (for the speaking) and all other modalities, with room numbers, group of students and respective teacher.

The bilingual coordinator and the department's AP conduct a training prior to testing any students with the teachers who are going to participate in the testing of any ELL. The training is conducted after the central training is provided. Teachers are walked thru the state rubric and are calibrated in scoring the different levels of responses as per the states expectations/rationale for each answer.

All materials are quantified upon principal's clearance by the Bilingual coordinator. These materials are kept under key and lock in the coaches' office. Once all material has been quantified, the day before each modality being tested envelopes are created for each respective modality and group. On the day of the test, once secured testing materials are passed out to a trained pedagogue, each respective professional is to count their test materials and is to sign the test security sheet. The bilingual coordinator is charged with the packaging, passing out and collecting of all testing materials, that way security and consistency is ensured.

The school is frozen for the proctoring of the NYSESLAT and an alternative plan and schedule is created for the rest of the students who are not testing for the day. Upon the completion of each modality the tests are picked up from the designated teacher and counting of all testing materials happen again in the presence of the coordinator and the teacher signs the security testing sheet once more. This process happens every year systemically.

6. 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.) 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. 

We are fortunate to offer every type of ESL program. We are as aforementioned over 95% of our ELLs are Spanish speaking ELLs, so we are able to meet the needs of the parents and the community. In the case that the population changes, we would certainly consider opening other bilingual programs if requested by the parents in the community.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

#### Organizational Models

##### TBE Program

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

##### Freestanding ESL

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

##### Dual Language

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

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)?

In the 2012-2013 school year, the 6th, 7th and 8th grade TBE classes were self-contained classes that traveled together as a group. They received ESL in five, two period blocks per week. All students who are newly arrived in the New York City Department of Education system receive ESL instruction in a small group setting. The "Newcomers" are pulled out by a certified ESL teacher during the double-block ESL period. These students receive ESL instruction in BICS, preparing them for conversation with peers and teachers at their new school. These students also receive cultural information about their new country. The students are exposed to ESL websites on the "Independent Learning Center", which is a 4 year old initiative at MS 319. These "ILCs", are stations of 6 computers where the students can log onto websites at various language proficiency levels. The teacher for this small group of students monitors their usage and their progress. To prepare for the NYSESLAT exam, the 6th, 7th and 8th grade ELLs participate in Friday language "Clinics". These clinics are carousel style learning experiences where the students receive topics that match the areas they are having difficulty with. For example, if the student is having difficulty with prepositions of place, the child would participate in a "Clinic" on that topic. These clinics afford the children a fun opportunity to laser in on their areas of weakness without making it an arduous experience. The students earn tickets for participation as well as for correct responses, which can later be turned in for prizes. We have been successfully implementing our Dual Language program for the past 4 years.

Students that both ELL'S and EP'S receive English and Spanish Instruction on a weekly basis. One week in English and one week in Spanish. Students receive instruction in both English and the target language through ELA, Math and Science. Social Studies is taught in English. Students receive support in Social Studies via back to back books, dictionaries, glossaries and heterogeneous pairing of ELL'S with EP'S. ELLs in monolingual classes receive additional ESL support through a pull-out program in the 7<sup>th</sup> and 8<sup>th</sup> grades. In the 6<sup>th</sup> grade, ELLs receive ESL support through the content area of Science.

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 foster language development and meet the demands of the Common Core Learning Standards.

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

- Literary circles using non-fiction content area text. Teachers are trained in literary circle procedures in order to provide support to ELLs in their classes
- Turn and talks: All teachers are trained in this collaborative thinking method. MS 319 also has a rubric which is used in all classrooms to assess students' turn and talks. This method is used regularly in all classrooms
- Interactive bulletin boards: Students receive feedback to their work and make revisions according to this feedback
- Graphic organizers to support multiple entry points
- Vocabulary building and strengthening using ExCELL strategy
- Semantic maps
- Visualization
- Story telling through pictures and illustrations
- ILC- Independent Learning Centers
- My Access Writing

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

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

#### Explicit ESL

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

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

both as a tool for teachers to use to plan lessons to ensure that their lessons are explicit, as well as a way for the administration to measure teachers' understanding of this instructional focus. This is a key pedagogical shift we have made as a school where we incorporate explicit instruction practices in our teaching. The reason why we chose this paradigm is due to the fact that we have so many students with learning disabilities as well as ELLs and this approach is designed to help this particular group of students access the curriculum on a deeper more meaningful level. Some of the specific aspects of explicit instruction we focus on including in our lessons are the re-visiting and review of vocabulary at the beginning of every lesson. Also, explicit teaching requires making the modeling procedural, or in steps so that students can mimic the teacher's actions in getting from point A to point B, as well as teachers thinking aloud while they model to make their thinking visible. Additionally, explicit teaching makes the connections between current learning and what the students have previously learned to enhance comprehension.

#### Push-in and pull-out programs

MS 319's ESL teachers use the pull-out and push-in program to ensure that Beginner and Intermediate ELLs in the monolingual classes receive the mandated number of instructional minutes per week (360 minutes). Advanced ESL students still in need of language support according to their NYSESLAT and ELA levels are also pulled out or given ESL support within their literacy classrooms. ESL teachers use the EMC reading program for Long Term ELLs. Teachers work on listening skills through the use of listening centers and discrete listening activities, as well as on writing conventions. Whether they are pulling out or pushing into their classes, ESL teachers plan with the content area teachers to ensure that they are supporting the work that happens in the classroom and that ESL students are not missing important content instruction. ESL teachers have access to the classroom teachers' conferencing logs, notes and other qualitative as well as quantitative data regarding their students. Access to existing data ensures that the students are not "Over Tested" by re-administering diagnostics that the classroom teachers already have data for. In addition, our long term ELLs and TBE students will use an innovative program called "My Access Writing", to improve and further their understanding of the writing process and direct application of high school & college readiness for essay writing.

#### 4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

This academic year the ELL periodic assessment mirrors the assessments incorporated in the new Common core aligned curriculum, in response to the changes in English instruction, we re-wrote our entire NLA curriculum mirroring the new expectations in ELA. Not only do we have ELL periodic assessments that are aligned to the common core standards, but the curriculum and assessments in NLA are aligned to the new expectations of the new standards on a weekly basis. The information we get back from these assessments is key because not only does it inform us about the "gaps" in learning, but also where the students fall in terms of the new standards. We combine the results from our periodic assessments with our formative assessments (class discussions, partner work, group work) to get an entire snapshot of the students in all modalities. Additionally, we look at the student work in NLA to identify "gaps" and deficiencies in both languages.

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

#### 5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We ensure that ELLs as well as non ELLs are evaluated in all four modalities of language by using common core all aligned summative and formative assessments. Most of our current data is based in reading and writing via unit tests and writing practicum's 4 times a year. We are now working on getting teachers to incorporate data from "turn and talks" group work and class discussions as a means of data for monitoring student's abilities for listening and speaking. We have incorporated a systemic practice in which when students are working in groups or talking to each other rather than the teacher walking around to ensure all students are on task, the teacher comes around taking "low inference" notes on what the students are saying to use as data. The teacher uses these notes, to either use as exemplars for assisting other students, as an area of focus to assist that individual student, or to analyze gaps or misconceptions in the learning process.

#### 6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.

- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

The SIFE program is a program that provides the right balance for our ELLs, especially our SIFE students. This program takes place on Saturdays and students usually participate in a reading or writing support class in the first part of the morning and then a sport or social activity in the afternoon portion of the program. It is a program that the students look forward to attending, and that helps us achieve the goals we have for this particular group of learners. The teachers are trained on how to assist this particular group of students with the skills they need to function in their classes on a daily basis. Students are taught how to deconstruct a teaching task, how to use their prior knowledge to plan for writing, how to use a dictionary to look for unfamiliar words and much more. The purpose of this is to create independent learners and that when they return to their respective classrooms they have an array of tools to help them access the content being covered in the class.

The happens after school and we offer an array of different support for our ELLs, some of our students need assistance with homework, so we provide that. Other students need support with specific reading or writing skills, we provide that. Other ELLs need support with test sophistication, and the anxiety that comes with taking a test in a language other than your native one, so a program is built in to support that group of ELLs with that as well. We also provide help for those students across all content areas, math, science, ela and social studies. The bilingual coordinator begins by making sure that every child that is registered in our school is taken through the process of identification and scrutiny for ESL services. A designated bilingual teacher in conjunction with the Bilingual Coordinator, look at the student's information when students are registered and classify students accordingly.

Once the students are identified as SIFE students, the parents select the appropriate class for the child. In general, parents of new arrivals, including SIFE students, choose to place their children in the Transitional Bilingual Education class. The child is placed in the selected class and the child's name is provided to every teacher that teaches in that classroom. The child that has been identified as a SIFE student is provided a Native Language proficiency examination in which a student is asked to read, write, speak and listen. This informal assessment is used as a base of data to help us transfer ELL's language knowledge into English. This informal assessment takes into account multiple situations and contexts making sure the students are able to apply to language skills at the same level in all situations. The child is provided the regular instructional day, but is supported with Tier 1 interventions within the classroom, as well as Tier 2 intervention (pull-outs) and Tier III interventions such as those mentioned above (SIFE and Title III programs). MS 319's main goal is that the child is given the quality of time that he/she is entitled for ESL. In the ESL classrooms students are placed by language level, not grade level. That means that some of the 6th and 7th graders might be in the same ESL classroom. This information is then utilized for Tier 1 and Tier 2 intervention.

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

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

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

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

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

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

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

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

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

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

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

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

#### INFORMATION ASSESSMENT

ESL teacher made assessment is provided to the students with the objective of assessing: student’s ability to read, write, listen, and speak with similar tests to the NYSELAT tests. This helps the teachers to set language goals for the students. The assessment process occurs informally throughout the school year, but a formative school wide assessment to evaluate progress is conducted during mid school year. This helps teachers to evaluate student progress which at times means: changing their ESL class (grouping) from one group to another (for example; from intermediate to a more advanced group). At times, perhaps means increasing the amount of English instructional time due to progress in language competency. Prior to the end of the school year a similar assessment is conducted which allows teachers to work specifically in language skills that students need to improve. Then, the formal assessment occurs (NYSELAT). Students have the right to go into a Spanish transition class in which the major subjects are taught in their native language (Spanish).

#### CLASSROOM ACTIVITIES

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

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

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

1. Information and understanding
  - \* Content area textbooks
  - \* Primary sources
  - \* Biographies

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

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

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

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

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

d. Prior to the beginning of academic year 2012-2013, the MS 319 Bilingual Team reviewed available data for our incoming 6th grade students. We look specifically at the elementary school testing history, including NYSESLAT data and ELA scores when applicable. We also review cumulative records and IEPs when applicable. The team first looks to identify potential ELLs, then to place them appropriately in either Transitional Bilingual classes, monolingual classes with ESL support services. This process continues as students are registered throughout the academic year. This is the same process for the students who have been previously enrolled in our school. The team continues to review student data, scores and teacher recommendations to adjust any placements which become inappropriate due to rapid growth and progression.

With parental consent students are placed in one of our monolingual classes designated by proficiency level, with ESL support. In every grade level the Intermediate students are placed with the non-ELLs. Also, the Advanced students are placed separately in another class, along with non-ELLs and Proficient students (“former ELLs). Mandated ESL services are provided in accordance with

Chancellor's Regulation Part 154. In addition, Social Studies instruction is provided by a certified ESL teacher in conjunction with the literacy coach and social studies team plans instruction utilizing ESL methodology.

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

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

#### PULL OUT/PUSH IN ESL

For the pull out program we have been using the program Myaccess with the focus on writing development and students going thru the revision process. Students are assessed weekly with the expectation that they work on targeting and fixing their areas of focus with the help of their ESL certified teacher.

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

The program Myaccess is used with the focus on writing development and students going thru the revision process. Students are assessed monthly with the expectation that they work on targeting and fixing their areas of focus with the help of their ESL certified teacher.

#### ASSESSMENT

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

Teachers also monitor students' progress closely through conferencing, journal writing, in class performance including class work, homework and presentations. If the child seems to have learning difficulties, the case is referred to the Pupil Personnel team. Then, if needed the child is evaluated for special education services.

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

#### 7. 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?

At the present time, MS 319 has 54 ELL students in the 6th, 7th & 8th grade who have been identified as having special needs. The students in the mainstream ESL classes received SETSS services as well as ESL services according to their proficiency level. ESL and SETSS teachers communicate on a regular basis about instruction and the students' instructional needs. In addition, the ESL teachers push in to these students' literacy classes to provide small group and individualized instruction and to ensure that the students do not miss literacy instruction time. The students in the 12 to 1 classes also receive ESL instruction through the ESL pull-out/push-in program.

#### 8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP

goals and attain English proficiency within the least restrictive environment?

All teachers are required to create instructional goals around the student's IEP, which means all teachers must look at each student's IEP and based on what the IEP says teachers must create short term goals (for the marking period) and a plan with strategies they plan to use to ensure the student meets their semester goals. When looking at the IEP the teacher also looks at the NYSESLAT data results and creates a plan with the language goals and targets as well. When designing the plan the teacher must consider the child's disabilities as well as their language proficiency. The Special education department and the ESL department co-facilitate small workshops thru out the year to support the teachers in helping them address and support this population of learners.

**Courses Taught in Languages Other than English ⓘ**

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	Spanish		
Social Studies:			
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 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
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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.



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

9. 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.

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

All of the materials used during the instructional day, AIS and after school are all based on needs of each grade and class. For example: for our pull out periods we are currently using the Focus on grammar books for grades 6, 7 and 8th which cover many of the concepts our ELLs need to master according to the reading and writing data results. For our after school title III Language support Read-in Writer is used by grade level as well as the Finish Line texts which have proven to be highly effective with our learners. Finally, to enhance and improve the quality of writing across the school with our English Language Learners MYACCESS is writing which is both academically appropriate and language acquisition appropriate for our students. Additionally, Student support levels according to age & grade levels- At MS 319 our ELL population participates of a variety of activities not only in the area of academics but on the artistic and social level. Examples of this are town halls by grade levels that emphasize cultural and educational aspects of students academic life via performances, discussions, Ready for College Initiatives, Additionally, an array of sports teams ran by our teachers which students enjoy to be a part of. We offer baseball, basketball, flag football, volleyball and soccer for both boys and girls. The students not only enjoy the thrill of a sport, but they learn discipline and good sportsmanship and perseverance which helps with some of the aspects of academics students struggle with in the classroom.

Newly arrived students are supported via the "buddy system" where a native speaker of English is paired with a new comer students to assist the student in becoming familiarized with school wide initiatives and the cultural aspects of adapting to new surroundings. From an academic perspective, students work with new comers heterogenously in small groups. New comers participate of all MS 319 initiatives such as school wide clinics , literacy celebrations.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

When looking at 2012 and 2013 data our ELLs made more progress overall in Math and ELA when compared to our English proficient students. When we analyze the overall growth between 2012 and 2013, 2012 was a better year generally for both our ELLs and our Non-ELL students, however when looking at the growth or lack thereof our ELLs had less of a slip in ELA and Math than the general population which shows that the practices and initiatives at 319 are yielding positive results in terms of content and language development.

11. What new programs or improvements will be considered for the upcoming school year?

The focus will continue to be improving the quality of instruction that happens during our pull-out periods. We want to ensure that our students show improvement in their writing skills through the revision process. The focus will continue to be on grammar skills which will be identified through the students writing and corrected via teacher feedback.

12. What programs/services for ELLs will be discontinued and why?  
none

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

The ELLs are afforded equal access to all school programs through the implementation of the SIFE and Title III program. The SIFE program is a program that provides the right balance for our ELLs, especially our SIFE students. This program generally takes place on Saturdays and students usually participate in a reading or writing support class in the first part of the morning and then a sport or social activity in the afternoon portion of the program. It is a program that the students look forward to attending, and that helps us achieve the goals we have for this particular group of learners.

Title III generally happens after school and we offer an array of different support for our ELLs, some of our students need assistance with homework, so we provide that. Other students need support with specific reading or writing skills, we provide that. Other ELLs need support with test sophistication, and the anxiety that comes with taking a test in a language other than your native one, so a program is built in to support that group of ELLs with that as well. Assistance is provided for those students across all content areas, math, science, ela and social studies.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

The following programs in are currently in place (which are mostly web-based), myaccess, renaissance reading program, myon reading (for the struggling readers), skills tutor to help students with individual reading and writing skills. All of these programs are meant to enhance and support our learners with improving in their specific areas of focus in reading and writing and additionally it provides us with the data we need to laser in on specific deficiencies or gaps in learning a student may have.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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

16. Explain how the required services support, and resources correspond to ELLs’ ages and grade levels?

Myon is a program which allows for the scaffolding of the reading process for individual learners based on their reading level (which often times correlates to their language proficiency). That program is used in conjunction with Pull outs and push in services (as well as sets, for our ells with learning disabilities).

Additionally, the Bilingual department offers an assortment of “high interest- low leveled” texts for our struggling readers readily available with the purpose of assisting those struggling readers with getting them to pick up a physical book to read.

With the emergence of the common core standards and the emphasis of non-fiction texts, we have been able to acquire libraries that are directly related to the interests of our readers, while still challenging them with texts that are at or above their respective complexity for the grade level.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

The newcomer's class focuses on the specific language needs of this particular group of learners. The focus of that class is developing basic grammar skills in speaking and writing, developing phonemic awareness and comprehension skills so that students are able to begin navigating the language. The Bilingual department offers “Rosetta stone” which helps move those students with the basic language skills they will need for the subsequent school year. The licenses we purchase are purchased for the duration of 12 months and students are able to make use of the program during the school year, but thru the summer as well. The With this program we are able to track student participation, growth and development in the language.

18. What language electives are offered to ELLs?

none at the time

19. For schools with dual language programs:

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

The school began with just one class in 2 grades 4 years ago and now we have 1 Dual Language class per grade. Classes 606 and 706 and 806 are our Dual Language classes that MS 319. Math, Science and ELA are taught utilizing the traditional roller coaster model, the only difference being one week in English and one week in Spanish. As aforementioned English Language Arts is taught in English with resources such as textbooks, glossaries, the use of cognates and the buddy system in the native language in efforts of supporting the Native Language in ELA. Skills are taught in both native and second language. English proficient students are paired with native speakers heterogeneously and vice versa, thus ensuring a 50/50 balance of language acquisition.

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

During 2012-2013 school year, MS 319 has conducted three full-staff professional development sessions on ELLs. The first session, which happened before the students started classes, focused on the identification of ELLs in all classes, using NYSESALT data, and strategies to use with ELLs. All teachers were given lists of the ELLs in their classes and trained in how to create a “buddy system” by pairing ELLs with non-ELLs in their classrooms.

The second ELL Professional Development focused on strengthening ELL’s language acquisition in the classroom. ESL teachers shared their expertise on the strategies for improving students’ vocabulary comprehension through the use of student glossaries, the EXC-ELL program and the visuals to enhance ELLs comprehension of new vocabulary.

The professional development offered to teachers of ELLs in supporting engage in the common core learning standards are as follows training on the ELL Buddy system, interactive vocabulary, Common Core Lab and Danielson pilot team and finally planning for ESL teachers. These are just some of the many professional developments that are offered to teachers on a regular basis.

One teacher modeled how to teach vocabulary interactively for all the staff. In another professional development ESL teachers discussed identifying and tracking the language development needs of ELLs in monolingual classrooms. In another professional development ESL teachers discussed identifying and tracking the language development needs of ELLs in monolingual classrooms. At MS 319, we also use literary circles in the ESL as well as content area classrooms to deepen the ELLs understanding of non-fiction text. The ESL teacher also shared her experience on the use of conferencing to inform, practice and assess ELLs’ listening skills. In addition, teachers received professional development during school and afterschool via the following initiatives:

- EXC-ELL- Vocabulary Tuesday Election Day (Series of 4 2 hour workshop on ESL Strategies for teachers that have ELL’S in both monolinguals and bilingual students )
- ILC & Skill Tutor Training (this is a program that helps students focus on particular reading, writing and math skills according to their lowest performing area. The program gives them practice in those areas they need support in)
- Renaissance Math & Reading program Training (This program helps the school assess student reading and comprehension as well as computation abilities (for math) it also informs us of how many books students are reading and passing based on their Independent reading level as well as their instructional level.)
- MY ACCESS Writing program training (This is a writing program that scaffolds the writing process for our ELLs. It scaffolds the thinking and brainstorming and writing process for those students who struggle with writing their thoughts in a coherent fashion on paper. )
- Title III Afterschool Organization and curriculum study and dissemination
- Data Training (On analyzing trends and patterns in student data and planning for next steps)
- ELL Buddy System (We train teachers and students on how to implement the buddy system. We have created a protocol which tells students what do before, during and after reading and writing to help them guide themselves and each other with strategies for effective reading and writing (including reading and writing math problems).

Records are maintained in a couple of different ways, we make use of the Google doc system to create our staff development plan additionally, we use it to store and calculate the number of professional development each teacher completes. Each teacher receives a printed certificate with a list of the professional development and the number of hours completed (this is personalized of course). As teachers attend the different professional developments offered the technology coordinator enters the updates on the “Google doc”. Each individual teacher receives an individualized report and the principal signs each certificate. This is done 3 to 4 times a year. In addition to the “google doc” we have a physical binder in which we have all of the respective information from the google doc in the binder as well.

## D. Parental Involvement

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

### COLLABORATION/PARENTAL INVOLVEMENT

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

- Accessing grades online for all parents (engrade training)

ELL buddy system PD (October and January)

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

M.S. 319 has a very active parent teacher association, our parents who are present work collaboratively with them to get parents who are out of reach to our doorsteps. We capitalize on the parent's association involvement to create programs and workshop around the needs of the parents in the community. For example, we had a large number of parents who requested ESL classes for adults, which is something that with the collaboration of another organization we were able to provide. The school has been serving the parents in the community with free adult ESL classes for the past three years.

In addition the School based organization is Children's Aid society to provide students and their families' resources that they may not be able to obtain otherwise. Children's aid helps us immensely in getting students parents and their families help with counseling services, health and wellness services, etc.

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

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

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

- Cultural celebrations
- Fundraisers
- Parent volunteers

## E. 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 response to question here:

## Part VI: LAP Assurances

**School Name: M.S. 319**

**School DBN: 06M319**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ysidro Abreu	Principal		12/16/13
Penelope Duda	Assistant Principal		12/16/13
Willie Frias	Parent Coordinator		12/16/13
Tiffany Braby	ESL Teacher		12/16/13
	Parent		
Leirilyn Montero	Teacher/Subject Area		12/16/13
	Teacher/Subject Area		1/1/01
Nathalie De La Mota	Coach		12/16/13
Luis Lora	Coach		12/16/13
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 06M319 School Name: MS319

Cluster: 5 Network: CFN532

**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**

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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.

Parents of all incoming students are asked to complete the New York City Department of Education "Parent / Guardian Home Language Identification Survey". Using the information gathered from the language survey and parent interviews, the school determines individual written translation and oral interpretation needs to ensure that all family members of the school community are provided with appropriate and timely information in a language that they can understand. There are plenty of bilingually (Spanish) certified staff who are designated to provide translation support, as necessary, for students and parents. The 6th grade Assistant principal (who speaks English, Spanish and Portuguese) oversees the ESL and bilingual department admission process. Additionally, the Bilingual coordinator (bilingual as well) as well as the Parent teacher coordinator collaborate as needed to provide translation services as needed. The school social worker also provides translation support (Spanish) to families throughout the school year. In addition, there are several parent volunteers who help to facilitate communication with parents and family members who require translation or clarification.

The major findings of the needs of parents within the M.S. 319 community with regard to the school's written translation and oral interpretation is that a majority of parents feel that our English/Spanish translations of newsletters, parent-teacher letters and parent reports provide appropriate opportunity for parents to keep informed about school curriculum, instruction, assessment and special programs. In addition, we provide translations in several different languages, as needed, with our changing enrollment. The school has several staff members who join conferences, meetings and orientation programs to ensure that all parents and visitors can understand and participate. For example, during school orientations held at the school, different pedagogues are invited to serve a guide for parents and are always available to answer questions. As a school community we are fortunate to have a great deal of staff members who are fluent in Spanish and in other languages such as French, Portuguese, and Italian. Parent feedback, as per the Learning Environment Survey, each year indicate that parents are highly satisfied with all aspects of their child's educational program and feel that the school communicates frequently with them.

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

The parent coordinator has provided written translation and oral interpretation services for parents over several years. Additionally, many of our parents have adequate expressive and receptive language skills in English. However, translation services are routinely offered to parents and important school communications are forwarded in both English and Spanish.

## **Part B: Strategies and Activities**

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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.

At M.S. 319 parents are provided with Bylaws of the parent association which includes their rights regarding translation and interpretation services. Parents also receive a copy of the MS 319 Parent Involvement expectations. Written translation services in the primary language(s) are provided to parents for a variety of purposes throughout the school year. Important communications from the school, district, city and state are translated into Spanish prior to being sent home. All school administration, including the principal, assistant principal and coaches and parent coordinator are available to provide ongoing written bilingual translation services for parents. The school social worker and guidance counselors also provides support and translation services to families throughout the year. We have a very active parent association which works in tandem with the parent coordinator to ensure that the needs of the community are met in terms of language translation and instructional supports as well. The School Safety Plan contains procedures for ensuring that parents in need of language access services are aware of and provided for in accordance with the Chancellor's regulations.

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

Oral interpretation services are provided for all parents and family members who require assistance at school related meetings. Parents attending school conferences and/or educational planning conferences including annual reviews are routinely provided with translation services as needed. This is facilitated through the parent coordinator, school social worker or bilingual paraprofessionals and pedagogues. In addition, parent volunteers are available to assist with the process.

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>.

M.S. 319 believes in the importance of ensuring that all 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 described by the Department of Education. In this regard, the school determines the primary language spoken by the parent of each student enrolled in the school and whether the parent requires language assistance at registration. As described, the school provides interpretation services for parents at group and one-on-one meetings such as parent conferences upon request to ensure that parents communicate effectively with the school regarding critical information about their child's education.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

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

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

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

### Part C: Professional Development

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

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

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

### Part C: Professional Development

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

### Part D: Parental Engagement Activities

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

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

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

**Part D: Parental Engagement Activities**

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

**Part E: Budget**

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	Workshops: 2 Teachers x 6 Workshops x 2hrs/Workshop x \$50 = \$1,200  Afterschool: 4 Teachers x 9 Weeks x 10hrs/Week x \$50 = \$18,000  Supervisor for ALL Programs: 1 Supervisor x 9 Weeks x 10hrs/Week x \$52 = \$4,779	- MS 319 Professional Development Workshop Series for Parents & for Staff -MS 319 Afterschool Intervention Program & Homework Help
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	??????	
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$5,433	Basic Instructional Supplies & Materials
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	\$29,412	

