



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name:** PATRIA MIRABAL MIDDLE SCHOOL 324

**DBN (i.e. 01M001):** 06M324

**Principal:** JANET HELLER

**Principal Email:** JHELLER@SCHOOLS.NYC.GOV

**Superintendent:** ELSA NUNEZ

**Network Leader:** BEN 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
Janet Heller	*Principal or Designee	
Matthew Rodman	*UFT Chapter Leader or Designee	
Minerva Lopez	*PA/PTA President or Designated Co-President	
Cindy Sapp	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	
Juan DelaCruz	Member/ Teacher	
Megan Moskop	Member/ Teacher	
Raquel Nunez	Member/ Parent	
Luisa Martinez	Member/ Parent	
Amarilis Velasquez	Member/ Parent	
Adalgisa Gonzalez	Member/ Parent	
	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, MS 324 will accelerate student performance in literacy for students most at risk within the subgroup of English Language Learners. By June 2014, 47% of ELL students will achieve the 75<sup>th</sup> growth percentile.

### **Comprehensive Needs Assessment**

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

On the 2012-2013 New York City Progress Report, the school earned an A for the seventh year in a row, with an overall score of 81.6, placing the school in the 94<sup>th</sup> percentile. This shows that our students are making progress each year. On the New York State Accountability Report, MS 324 is In Good Standing.

The percentage of students scoring a level 3/4 on the ELA exam decreased from 26.9% in 2012 to 12.8% in 2013. The average ELA proficiency decreased from 2.61 to 2.25. The percentage of students scoring a level 3/4 on the Math exam decreased from 64% to 25.9%. The average Math proficiency decreased from 3.22 to 2.54. Considering this was a new test, we compared ourselves to the district and city schools. MS 324 outperformed the District in the percentage of Level 3s and 4s in seventh grade on the ELA and outperformed the City in Level 3s and 4s in eighth grade math and outperformed the District in Levels 3 and 4s in sixth, seventh and eighth grade math.

A review of the school's September Diagnostic Running Records and Writing Skills indicated that approximately 42.5% of this year's sixth grade students entered MS 324 reading two years or more below grade level. Students struggle with vocabulary, compound/complex sentence structures, and reading & writing stamina. They struggle with supporting claims with relevant evidence from texts and explaining why the evidence they've chosen in fact proves their claims. In addition, inferring in fiction texts and synthesizing in nonfiction texts represent significant challenges for our students. Sixth grade students do not enter the school with an understanding of science and social studies content that would be expected for a sixth grade student.

The percentage of students passing a core course increased in ELA, Science and Social Studies with a decrease in math from 84.3% to 83.5%.

The school received extra credit for closing the achievement gap. There was an increase in all subgroups in ELA: 43.4% of ELL students, 64.6% of students receiving Special Education, 52% of students who were the Lowest Third Citywide and 47.5% Males in Lowest Third Citywide are in the 75<sup>th</sup> growth percentile or higher. There was an increase in subgroups in Math: 59.1% of students receiving Special Education, 64% of students who were the Lowest Third Citywide and 63.1% of Males in the Lowest Third Citywide are in the 75<sup>th</sup> Growth Percentile or higher. There was a decrease in the percent of ELLs in Math at the 75<sup>th</sup> Growth Percentile or higher from 56.5% to 45.9%.

In 2013, 51% of our current students received a PL 1 on the ELA. Of the 51%, 209 students who received a PL 1 on the ELA exam, 55%, (115 students) are ELLs. This indicates that most students in PL1 are English Language Learners. Further analyses shows that of the 115 ELL students, 62 students received less than 3 years of service in a school within the United States.

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

The reading passages, questions, and answer choices for multiple choice questions included compound and/or complex sentence structures, which

significantly increased the demands on students both to comprehend the texts themselves and to understand what they were being asked to do with the texts. Vocabulary demands were also at a higher level; more sophisticated vocabulary was used in texts and in questions and fewer contexts was provided for students to figure out the meanings of those words. Passages were longer, requiring more reading stamina. The exam included more non-fiction passages in keeping with the CCLS. Overall, the exam presented a much higher level of difficulty for ELL students, who research has shown need five or more years to develop academic register in the target language of English.

### ***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. Professional development by NCTE through webcasts and by NYC Writing Project onsite specifically designed for ELL students' needs.
2. Bilingual teachers will attend monthly PD provided by consultant from CEI-PEA and a series of PD provided by DOE Office of ELLs. Teachers will align the curriculum map with Common Core standards for Literacy including specific ELL strategies.
3. Exploratory Study Groups one for reading and one for writing based on work of David Sousa and implementation of findings
4. Teachers will analyze student work, assessments, portfolios and the 2013 ELA and NYSESLAT to determine what strategies and skills were assessed and which students did not demonstrate mastery.
5. Literacy and writing labs for small group intervention will meet five times a week to move students up through reading levels at an accelerated rate through guided reading and strategy lessons.
6. Teachers will use assessments, running records, conference notes, reading logs and classroom performance to monitor growth in use of specific reading and writing strategies. Reading and Writing Assessment will be used every nine weeks to determine students' reading and writing levels and growth in use of specific skills and strategies. Specific goals and benchmarks will be outlined, monitored and revised based on student growth.
7. Strategies include work on fluency, phonological processing, grammar, syntax, word work and stamina in reading and writing.
8. After school programs will be held Monday through Thursday and on Saturday using English 3D, Sound Reading Solutions and Rewards

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

1. AP of ELLs will hold weekly PD for teachers of bilingual classes. Literacy Coach will hold weekly PD for teachers of ELL in monolingual and bilingual classes.
2. CEIPEA consultant
3. Literacy coach and Literacy teachers will attend study groups using specific literature in the field and books: *The ELL Brain* and *Notice and Note*.
4. Teachers meet at departmental and grade team meetings weekly.
5. Teachers and specific selected students meet five times a week.
6. Teachers and Literacy coach will generate assessment tools and analyze data at department grade team meetings.
7. Teachers and coach will develop goals, benchmarks and revisions based on student progress.
8. Teachers leading specific student groups will implement instructional methods classes. Results of effectiveness of methods will be reported to all literacy teachers at weekly literacy department meeting. Literacy teachers will hold after school programs.

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

1. Teachers will incorporate instructional methods indicated on lesson plans and unit plans.
2. CEIPEA consultant will provide written feedback to teacher and administration based on observations.
3. Lesson plans will include new instructional strategies based on readings.
4. Plans will be revised based on review of student work and assessments.
5. Students will move up two instructional levels as measured on the Fontas and Pinnell Reading Levels.
6. Students will make two years growth in one year as measured by Running Records and Writing Assessment.
7. Lesson plans and student work will include goals for fluency, processing, grammar, syntax and word work.
8. Assessments will show student progress.

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

1. Beginning in September and ending in May, every other Thursday.
2. Once a month beginning in October and ending in May.
3. Beginning in October and ending in May, twice on month on Thursday.
4. Every week beginning in September and ending in June.
5. October to May, every week.
6. September 16-20 Diagnostic using Writing Task and Running Record to determine students in subgroups and other students most in need of intervention. December 9-13 Interim Writing Task January 4 - 31 Interim Running Record February 24-28 Predictive Writing Task , Benchmark Assessment Reading and Writing Assessment will be used every nine weeks to determine students' reading and writing levels and growth in use of specific skills and strategies. Running records, conferencing notes, reading logs and teacher made assessments will be used to throughout each unit.
7. Lesson plans will be written daily
8. Assessments will be administered each week.

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

1,2,3,4,5,6,7,8 Tax Levy Fair Student Funding and Title 1 SWP will continue to be used to fund two full time ESL teaching positions. Contract for Excellence, Title 1 SWP and Tax Levy Fair Student Funding will continue to be used to fund teachers to provide strategic intense small group intervention in literacy and reading and writing in the content areas. Title 1 SWP will continue to be used to provide coverage for teachers participating in professional development focused on ELL learning strategies. SIFE and Title 3 will continue to be used to fund after school and Saturday programs for ELL and SIFE students. The program will fund from October 2013 until May 2014. NYSTL textbook funds will be used to purchase common core aligned materials.

***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).

1. The parent coordinator, teachers and literacy coach will hold two workshops for parent education on the literacy program in the school, intervention strategies and programs, literacy in the home, and using technology in the home with the focus on student achievement. The school has an open door policy to encourage parent visitation and parent volunteerism in the classroom. Teachers contact parents of students at risk via telephone. Progress Reports are sent home every four weeks to keep parents informed of student progress.
2. Teacher Ease is used to keep parents abreast of student progress regarding homework, class assignments, class participation, reports, quizzes and exams. Parents have access to Teacher Ease twenty-four hours a day, seven days a week as do the students. Teacher Ease provides additional information for parents on school workshops and workshops through the DOE and private organizations.
3. The Parent Coordinator, Community Associate and guidance counselor serves as a liaison between the school and families. The Parent Coordinator and guidance counselor 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 maintains a log of events and activities planned for parents each month and file a report with the central office.;
4. Parent members of the School Leadership Team, the Parent Association and Title I Parent Committee attend meetings where CEP goals are discussed and developed.
5. 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.
6. Meeting provide opportunities for parents to help them understand the accountability system, e.g., State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report.
7. Additional parent meetings are scheduled weekly based on individual student need, class needs. Three school wide parent teacher conferences are scheduled each year. All meetings are scheduled with flexible times, meetings in the morning or evening and on some Saturdays, to share information

about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions.

**Budget and 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	X SIFE	Grants
List any additional fund sources your school is using to support the instructional goal below.											

**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 all students will engage in literacy and math tasks embedded in rigorous curriculum units aligned to the Common Core Learning Standards as indicated by review of student work showing the completion of tasks. By June 2014, all classroom teachers as members of 6, 7, and 8 grade subject teams will develop and implement a minimum of four literacy tasks and five math tasks that are embedded in rigorous curriculum units aligned to the CCLS as evidenced by curriculum units of study.

**Comprehensive Needs Assessment**

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

Review of student work, state exams and interim assessments indicated that students do use higher level thinking skills such as analysis and synthesis to formulate arguments, opinions and to understand the reasoning of others. This may be the reason for the decrease in the percent of ELLs in Math at the 75<sup>th</sup> Growth Percentile or higher from 56.5% to 45.9%.

Results of teacher survey indicated that teachers are not fully knowledgeable in the content and practice of the CCLS. Teachers need to study further the math curriculum and how to implement the new Connected Math Program 3.

Professional development incorporating CCLS will be facilitated by the math coach for math and the National Council of English Teachers and NYC Writing Project for literacy. Teachers will attend professional development conducted by DOE on the teaching of reading and writing skills required in social studies, mathematics and science. We will study the shifts in the N.Y. State Standards with the Common Core Learning Standards and align the curriculum. Teachers will create a minimum of four literacy tasks and five math tasks within the curriculum that is rigorous and aligned with the CCLS and for math, with the new CMP3. They will engage in developing curriculum maps, units of study and instructional plans that align with the CCLS. They will develop project-based instructional plans that address real-life challenges through hands-on learning, and encourage higher-order thinking skills, problem solving, and application of concepts and skills. Teachers will develop instructional activities that support the integration of math and science and integration of literacy and social studies.

Teacher schedules will include one departmental, one grade and three subject team meetings to support professional development and curriculum unit planning. Teachers as critical friends will review instructional plans and share best practices as measured by observations of improvements in teacher practice and student work using Danielson Framework for Teaching.

**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.

<p><b>1. Strategies/activities that encompass the needs of identified subgroups</b></p> <ol style="list-style-type: none"> <li>1. Establish a comprehensive math professional development series incorporating the CCLS, Citywide Instructional Expectations and CMP3 supported by the math coach and the DOE.</li> <li>2. Establish a comprehensive literacy professional development series incorporating the CCLS and study the shifts in standards in collaboration with the National Council of Teachers of English and the New York City Writing Project.</li> <li>3. Professional Development will be conducted by the literacy coach and DOE in teaching the reading and writing skills required in social studies, mathematics and science that support hands-on and high order thinking, learning and projects.</li> <li>4. Professional development beginning in September measured by teacher participation in workshops, teacher collaboration, inter-class visitations, direct classroom observations and student work.</li> <li>5. Develop curriculum that incorporate tasks for the Citywide Instructional Expectations for Math (MP3, MP4 , 6RP, 7RP, 8EE) and Literacy(RI1, RI10, W1) along with lesson plans reflect backwards planning based on Common Core Learning Standards in Math and Literacy.</li> <li>6. Establish critical friends and peer reviews to share best practices measured by observation of improvement in teacher practice and student work, performance on unit tests and DY0 assessments.</li> <li>7. Teacher schedules include departmental, grade and team meetings to support PD and curriculum unit planning.</li> <li>8. Common Core aligned tasks created by teachers and demonstrated by samples of student work and plans reflect understanding of curriculum for grades prior and forthcoming.</li> <li>9. Observations of lessons will note evidence of literacy and math tasks aligned to the CCLS following the Danielson Framework for Teaching.</li> <li>10. Teachers will share findings from implementation of unit tasks, inter-visitations and PD at department meetings.</li> <li>11. Curriculum units revised and reviewed each quarter based on student outcomes.</li> </ol>
<p><b>2. Key personnel and other resources used to implement each strategy/activity</b></p> <ol style="list-style-type: none"> <li>1,2, 3, 4, 10-Full time Math/Science and Literacy/Social Studies coaches will conduct PD.</li> <li>2. NCTE and NYC Writing Project consultants paid with TLSWP funds to conduct PD.</li> <li>5. 11. Per session rate for teachers to attend PD and to write curriculum.</li> <li>4,6,7,8,10,11 Teachers have common planning time during departmental and team common preps.</li> <li>9, 10 Principal and AP to conduct observations</li> </ol>
<p><b>3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b></p> <ol style="list-style-type: none"> <li>1, 2, 3, 4, 5, 6, 10 Measured by teacher participation in workshops, teacher collaboration, inter-class visitations, direct classroom observations and student work.</li> <li>4. Activities, projects and PD that support the integration of math and science and integration of literacy and social studies along with providing real-life challenges, encouraging higher-order thinking and problem solving.</li> <li>7. Teacher schedule reflects meetings built into their weekly schedule. Measured by observation of teacher practices.</li> <li>8. Units include aligned tasks and review of student work to indicate effectiveness.</li> <li>9. Minimum of 8 informal observations using Danielson Framework for Teaching as guide.</li> <li>11. Interim Assessments developed and administered in December, January, February and March with results reflecting an increase in student performance.</li> </ol>
<p><b>5. Timeline for implementation and completion including start and end dates</b></p> <p>1,2,3,4,5,6,7,8,9,10,11: June 2013 begins professional development, curriculum writing and task development. This planning is ongoing. There is no specific completion date as units, lessons, and tasks are reviewed and revised on an ongoing basis. Curriculum Units and tasks for September to December are due September 30<sup>th</sup>. Curriculum Units and tasks for January to June are due January 31<sup>st</sup>. Interim Assessments developed and administered in December, January, February and March.</p>
<p><b>6. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b></p> <p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11: Tax Levy Fair Student Funding and Title 1 SWP will continue to be used to fund two full time Literacy/Social Studies and Math/Science coaches, consultants from NCTE and NYC Writing Project and to fund the Principal and Assistant Principals who have a solid understanding</p>

of how to teach literacy and math to the full array of students present in the school, to lead professional development that is both long term and ongoing and to facilitate interdisciplinary subject teams that meet weekly to discuss students and align instruction. TL Citywide Instructional Expectations and Title 3 will continue to fund per session professional development beginning in September 2013 until May, 2014 for teachers to develop curriculum units with embedded tasks and that are aligned with Danielson's Framework for Teaching.

**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).

1. The parent coordinator, guidance counselor and coach hold parent workshops for parent education about CCLS, intervention strategies and programs, teaching in the home with the focus on student achievement. The school has an open door policy to encourage parent visitation and parent volunteerism in the classroom. Google Translate is use to translate letters sent home. Translations are reviewed by the school personnel who understand the nuances of translation.
2. The Parent Coordinator, Community Associate and Family Worker serve as liaisons between the school and families. The Parent Coordinator, teachers and guidance counselor provide parent workshops to keep parents informed of school initiatives. The Parent Coordinator maintains a log of events and activities planned for parents each month and file a report with the central office.;
3. Parents members of the School Leadership Team, the Parent Association and Title I Parent Committee attending meetings where CEP goals are discussed and developed.
4. Parent workshops with topics that include understanding educational accountability grade-level curriculum and assessment expectations, accessing community and support services; and technology training to build parents' capacity to help their children at home.
5. Meetings provide opportunities for parents to help them understand the accountability system, e.g., State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report.
6. All meetings are scheduled with flexible times, meetings in the morning or evening and on some Saturdays, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions.

**Budget and Resource Alignment**

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

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

**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 in collaboration with administration, all teachers will have completed a minimum of six informal observations based upon a Danielson Framework for Teaching, a researched based rubric that allows for self-reflection and contains focused feedback with next steps.

**Comprehensive Needs Assessment**

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

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

## ***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.

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

1. All teachers will attend in school PD sessions on Danielson's Framework for Teaching.
2. Administrators will attend professional development sessions with the talent coach
3. Administrators and lead teachers will participate in study groups to enhance abilities to be evaluators to assess accurately, provide meaningful feedback and engage teachers in productive conversations about practice to ensure that judgments are consistent between observers.
4. Administrators will meet individually with teachers to set Individual Professional Development Goals.
5. Teachers will submit eight artifacts that include a curriculum map and units, four lessons, and student work that evidence highly effective teaching.
6. Administrators and teachers will use the protocols and Advance forms 1 and 2 aligned with Framework for Teaching.
7. Administrators and teachers will interpret the evidence against the rubrics for each component's levels of performances.
8. Teachers will review Danielson Framework rubrics and create an observation template to develop deep understanding of components and rubric.
9. A minimum of eight informal observations will be guided by the four Domains and 22 Components of Danielson's Framework for Teaching.

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

1, 4, 5, 6, 7, 8, 9 All, grade, departmental and subject teacher teams

2, 3 DoE Talent Coach will meet with Principal, APs, Coaches and Lead Teachers on implementing the Danielson Framework for Teaching protocols.

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

1. By June 2014, administration and teachers will agree with calibrated rating 90% of the time as to teacher practices that are aligned with Danielson rubric of the 22 components.

1, 2, 3, 4, 5, 6, 7 PD will be provided every month where teachers will share their highly effective instructional methods, materials and plans. These will be recorded by the lead teacher for Danielson PD, posted in the conference space and posted on the school's Google docs site.

Based on observations, HEDI ratings will move up one level.

8, 9 Lessons rated less than effective will be modified by the next class lesson.

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

1, 2, 3, PD will take place on the first working Monday of each month at the Faculty Meeting and at one departmental meeting each month, specific date to be determined based on needs of teachers based on observations

1, 2, 3, 8 Study groups will take place once a month on Thursday morning and teacher made observation template will be completed by September 2013.

4. Professional Goal meetings will be completed by October 9, 2013.

5. By June 2014, a minimum of eight informal observations will have been completed for every teacher.

6, 7, 9 Informal observations will take place each month; specific teacher's observations will be based on specific teachers' needs but at least every other month. Observations will be reviewed at each feedback session after an informal observation.

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

1, 5, 8 Common planning time once a week for departmental meetings, once a week for grade team meetings, twice a week for team meetings.

2 Professional Development sessions with the talent coach

3, 4, 6, 7, 9 Tax Levy Fair Student Funding and Title 1 SWP will continue to be used to fund the Principal and Assistant Principals who have a solid understanding of how to teach literacy and math to the full array of students present in the school, to lead professional development that is both long term and to provide feedback on classroom observations.

7, 8 Per session for lead teachers and coaches to meet in study groups.

## ***Strategies to Increase Parent 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).

1. The parent coordinator, teachers and coach hold parent workshops on the literacy and math program in the school, intervention strategies and

programs, literacy, math and technology in the home, with the focus on student achievement.

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

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										

**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.

- 1. Strategies/activities that encompass the needs of identified subgroups**
  - 1.
- 2. Key personnel and other resources used to implement each strategy/activity**
  - 1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
  - 1.
- 4. Timeline for implementation and completion including start and end dates**
  - 1.
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
  - 6.

**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.

- 1. Strategies/activities that encompass the needs of identified subgroups**  
1.
- 2. Key personnel and other resources used to implement each strategy/activity**  
1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**  
1.
- 4. Timeline for implementation and completion including start and end dates**  
1.
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**  
6.

***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
----------	----------	-----------	-----------	-----------	--------

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>	<p>Writing Lab (for all students)</p> <p>Guided reading and vocabulary instruction for students from all sub groups</p> <p>Guided reading, intensive writing tutorials, and vocabulary instruction for ELLs.</p> <p>Lunch and Learn</p>	<p>1:8 ratio small group</p> <p>1:8 ratio small group</p> <p>1:15 ratio small group</p> <p>1:5</p>	<p>During the school day</p> <p>Tuesday and Wednesday After school</p> <p>Monday and Friday after school and Saturday</p> <p>During the school lunch time</p>
<b>Mathematics</b>	<p>Basic skills instruction in math concepts and procedures</p> <p>Math Lab</p> <p>Intensive instruction in specific skill gaps for ELLS</p> <p>Lunch and Learn</p>	<p>1:8 ratio small group</p> <p>1:8 ratio small group</p> <p>1:15 ratio small group</p> <p>1:3 ratio</p>	<p>Tuesday and Wednesday After school</p> <p>During the school day</p> <p>Monday and Friday after school and Saturday</p> <p>During the school lunch time</p>
<b>Science</b>	<p>Science Instruction and labs</p> <p>Lunch and Learn in small groups</p> <p>Writing in the content area</p>	<p>1:8 ratio small group</p> <p>1:3 ratio</p>	<p>Tuesday and Wednesday After school and on Saturday</p> <p>During the school day</p> <p>Tuesday and Wednesday after</p>

		1:8 ratio	school
<b>Social Studies</b>	Content area literacy strategies	1:8 ratio small group	Tuesday and Wednesday After school day
	Lunch and Learn	1:3 ratio	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	School Counseling, Crisis Intervention	1:1 and small group counseling	During school day and after school on Tuesday and Wednesday
	Anti-Bullying	Small groups	During the school day
	7 <sup>th</sup> and 8 <sup>th</sup> graders HS Application preparation and visitations.	Class groups and small groups	During and after the school day
	Health counseling	Class groups and small groups	During and after the school day

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

12. All elements of the *All Title I Schools* section must be completed\*.

A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.

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

**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).
<p>Professional Development is held weekly and built into every teacher's schedule to bring instruction in line with the relevant Performance Standards and practices. The Professional Development group is led by the administration in collaboration with the Math/Science and Literacy/Social Studies coaches and with support from Bank Street College, National Council of English Teachers and Columbia University.</p> <p>We provide ongoing professional development on ESL strategies to support ELL learning for literacy and math bilingual and ESL teachers. Teachers attend NCTE seminars and webinars on ELL instructional strategies.</p> <p>Teachers attend professional development as part of their Professional Activity menu and during common preps, after school and provided by outside resources. In collaboration with the literacy coach and ELL coordinator, teachers participate in study groups using journal articles and books addressing the needs of the ELLs and students in special education classes. Planning meetings are held once a week to enable our teachers to identify and target the language needs of students based on assessment of student work. Teachers attend professional development sessions led by Dr. Patricia Garcia on understanding and using research on how ELLs learn and to increase English language learning. In class coaching and after school PD sessions will be utilized. Kyleen Beers' work will be used to provide PD and in class coaching in the content area of literacy to accelerate the academic performance of ELLs in all content areas.</p>

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

**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 ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

STH funds are used to provide after school tutorials, basic school supplies and clothing to ensure that students are able to benefit from the school program. Funds for Overage students are used to provide afterschool and Saturday tutorials, visitations to high schools and parent workshops.

**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.).

**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.

The SLT is the hub of communication and shared decision making. A member of each discipline sits on the SLT. Departmental meetings are used for teacher discussion and creation of various types of assessments. Grade subject team meetings are used to revise and modify assessments to fit the specific needs of the students in the class. Information is disseminated through email and posted on the school's Google doc site.

Professional development is based on review of observations, Teacher Instructional and Professional Goal forms submitted in September and student data from state exams, formative assessments and student work.

Professional development is provided by Coaches, Principal, Assistant Principals and consultants from The NYC Writing Project, National Council of Teachers of English , DoE central office and the Network.

Effectiveness of PD is based on teacher feedback and observations to determine effective implementation.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**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).

**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>324</b>
School Name <b>Patria Mirabal Middle School 324</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>Janet Heller</b>	Assistant Principal <b>Diana Trautner</b>
Coach <b>Lucienne Morel</b>	Coach <b>Gina Salerno</b>
ESL Teacher <b>Javier Amador</b>	Guidance Counselor <b>Aristotles Henriquez</b>
Teacher/Subject Area <b>Thelma Dolmo/Literacy</b>	Parent <b>Minerva Guerrero</b>
Teacher/Subject Area <b>Juan DeLaCruz/Math</b>	Parent Coordinator <b>Judy Ortega</b>
Related Service Provider <b>Mayra Garcia</b>	Other <b>Sandra Capers, AP</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>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</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>2</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>0</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>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>454</b>	Total number of ELLs	<b>161</b>	ELLs as share of total student population (%)	<b>35.46%</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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)							1	1	1					3
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In							1	0	0					1
Pull-out							11	13	12					36
<b>Total</b>	0	0	0	0	0	0	13	14	13	0	0	0	0	40

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	162	Newcomers (ELLs receiving service 0-3 years)	78	ELL Students with Disabilities	53
SIFE	31	ELLs receiving service 4-6 years	26	Long-Term (completed 6+ years)	57

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	63	23	3	12	3	2	7		30	82
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	17	2	7	12	1	7	50		2	79
Total	80	25	10	24	4	9	57	0	32	161

Number of ELLs who have an alternate placement paraprofessional: 4

### 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
SELECT ONE Spanish							15	33	32					80
SELECT ONE Spanish SPED							4	1	2					7
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>19</b>	<b>34</b>	<b>34</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>87</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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</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):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							26	25	15					66
Chinese									1					1
Russian														0
Bengali														0
Urdu														0
Arabic								2						2
Haitian									2					2
French							1	0	2					3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2	4	1					7
<b>TOTAL</b>	0	0	0	0	0	0	29	31	21	0	0	0	0	81

## 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)							7	17	16					40

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)							4	13	17					34
Advanced (A)							30	26	15					71
Total	0	0	0	0	0	0	41	56	48	0	0	0	0	145

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	33	3	0		36
7	43	4	1		48
8	39	2	0		41
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	26	8	4		0	0			38
7	23	10	16		1				50
8	32	6	6		3				47
NYSAA Bilingual (SWD)									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	25		13	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	4		3	
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)	7	30	24	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.

Students are assessed using a variety of diagnostic, formative, and summative data. In addition to the ELA exam and the NYSESLAT exam, students' literacy skills are assessed using running records. Additional data is collected from the DY0 diagnostic reading and writing assessments aligned with the CCLS. Ongoing data is collected in order to ensure that students are making progress. This data is collected from tasks in all content areas, DY0 reading and writing assessments, additional administrations of running records, reading conferences, and teacher made assessments. All data is used to differentiate unit and lesson plans, create targeted intervention groups, and identify areas of study for our professional learning communities.

The patterns across proficiency levels and grades show a clear deficiency in writing and reading. Students also perform weakest in the areas of gathering meaning from written material, vocabulary, grammar, and phonemic awareness. These are patterns that are not particular to this school, but indicative of the academic realities that ELLs in general face. The strongest modalities in this population are listening and speaking. The deficiencies in reading and writing also hinder progress in Science, Social Studies, and Math and students must be provided with rigorous instruction that includes research-based ELL strategies such as differentiated instruction, scaffolded work, and vocabulary instruction.

Students must also receive targeted intervention that will address the needs of specific subgroups such as long term ELLs, SIFE students, and students with disabilities. According to running record assessments, the majority of our current SIFE and LT ELL students are reading at a 2nd grade level lower. Further analysis of classroom assessments proved that the SIFE and LT ELL students at all reading levels need more intensive work in the areas of vocabulary acquisition, phonemic awareness, and reading comprehension which will be provided through the RIGOR program, Sound Reading Solutions, and guided reading groups. Additionally Science and Social Studies teachers will engage in professional study groups focused on reading non fiction texts, writing evidence based essays, and teaching vocabulary. Literacy teachers will engage in study groups about close reading of rigorous texts with the end goal of improving reading comprehension and vocabulary acquisition.

The implications of this data for the school's instruction are to apply all our resources to identify and minimize the academic areas where students struggle and reinforce the areas where students show strengths, so they might demonstrate gains in all academic areas and on all required standardized tests: the ELA, the State Math test and the NYSESLAT. Students' specific needs will be continuously monitored through assessments and the data will be used to modify classroom instruction and intervention services.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Of the students who qualify for ELL services, the overwhelming majority are students whose native language is Spanish and who score a zero on the LAB-R. These students receive services in transitional bilingual classes. Of the 6 students who scored between a 29-47 raw score (from 2011-2013), all receive ESL and attend monolingual classes in English.
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](#))  
The RNMR is not available for the 2013-2014 school year so schools are not required to complete the modality analysis report.
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?

Students are assessed using a variety of diagnostic, formative, and summative assessments. In addition to the Math, ELA, and NYSESLAT assessments, students' reading levels are assessed using running records. Students' reading and writing is assessed using the DY0 assessments as well as by teacher made rubrics. Students' math levels are assessed using DY0 interim assessments and teacher made unit diagnostic, formative, and summative assessments.

Of our 161 current ELL students, 145 took the NYSESLAT exam during the 2012-2013 school year. Our ELL students' scores are as follows: 50% are advanced, 23% scored an intermediate, 27% scored beginner. The percentage of students scoring advanced has risen 11% from 2011. Of our ELLs who took the ELA exam, 92% scored a level 1, 7% scored a level 2, and 1% scored a level 3. On the Math

exam, 77% scored a level 1, 20% scored a level 2, and 3% scored a level 3. There are currently 184 students (40%) who are former ELLs who scored Proficient on the NYSESLAT. Of our 456 students, 40% are former ELLs and 35% are ELLs for a total of 75% students who are ELLs or former ELLs.

NYSESLAT data is used in concert with ELA exams, Math exams, diagnostic assessments, and ongoing formative assessments in order to create a full data picture for each student. This data is used to modify units and lessons for specific students' needs, to monitor progress, to provide interventions as needed, and to refer students for special education evaluations if interventions are implemented and significant progress is not made.

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

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

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

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

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

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

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

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](#).)

Data is collected on an ongoing basis and used to adjust instruction and interventions on an ongoing basis. The school has a specific process for analyzing data and providing students with different tiers of intervention services as needed. The school has a school wide interdisciplinary team that includes a teacher, administrator, guidance counselor, attendance worker, and counselors who analyze student needs based on teacher referrals and assessment data. The school also has grade level interdisciplinary teams that meet every week to plan instruction based on data gathered from the week's classwork and assessments.

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

Teachers analyze the needs of students by analyzing the ELA and Math state exam results, NYSESLAT data, and diagnostic data. This information is used to create a whole picture of each student's needs in relation to learning English. Based on this data teachers adjust their unit and lesson plans to meet each student's needs. Teachers differentiate their lessons for individual students or groups of students depending on the student's demonstrated need. Teachers provide vocabulary and language scaffolds, small group lessons targeting students' specific language needs, leveled texts, instruction on close reading, and sentence starters. Student data on second language development is also used to determine what intervention programs are needed. For example, currently we have a group of students who require intensive work in phonemic awareness so those students are . We have another group of students who are long

term ELLs who need support in using sophisticated language in writing text dependent essays about non fiction articles in their second language. After researching available programs we found that English 3D was aligned with the students' needs. Students' language development is monitored through ongoing assessments and instruction is modified as students' needs change.

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

n/a

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

Data is collected on an ongoing basis and use to analyze the success of programs for ELLs. At the beginning of the year teacher teams analyze the state exam results and the diagnostic assessment data. This information is used to set instructional goals. Formative assessments (running records, writing tasks, math tasks, teacher made unit assessments, exit slips, weekly quizzes) are used to measure progress towards the long term goal. Our goals are for students to meet AMAO targets on the NYSESLAT exam, to make at least 1.5 years of growth in reading, and to score above the 50<sup>th</sup> growth percentile on the ELA and Math exams.

## 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](#).)

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

In order for parents to understand all three program choices, they are invited to meet with the Bilingual Education Coordinator within a week of their children's admission to learn about the school programs and facilities it offers its students. The Assistant Principal, Diana Trautner, and the ESL teacher, Samuel Amador, meet with families within 10 days of admission to discuss the ELL program choices. Apart from being shown the video and meeting personally with the staff during the first 10 days at the school, the parents are also invited to two ELL Informational Parent Conferences. In these conferences they have an opportunity to view the video as a group and discuss its content and the TBE and ESL programs with each other as well as with the Bilingual Coordinator/Assistant Principal, Diana Smith, the school's Parent Coordinator, Judy Ortega, and the ESL teacher, Samuel Amador. The parent coordinator, teachers, and assistant principal collaborate to reach out to parents and inform them of the meetings via email, phone, and written notices. At the meeting families are also shown a NYC Department of Education video explaining in detail the choices of program their children have as ELLs in a New York City school. This video is shown in a variety of languages, including Spanish.

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].)

The families complete the program selection forms during the 1:1 meetings or during the group meetings and the child is placed in the appropriate program. Outreach is done by the parent coordinator and the teachers. Entitlement letters are distributed on an ongoing basis as students are admitted and lab test results are received. Over the last few years we have noticed that families with children who are new to the country usually prefer a transitional bilingual program while families with children who have been receiving services for several years prefer a monolingual class with ESL. The forms are stored at the school in the ELL binder and logged into ATS in the HIBE screen.

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.

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

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.

Students are tested annually with the NYSESLAT exam. The testing coordinator and data specialist collaborate to ensure that all students have been identified and receive the proper modifications. A testing team is created to administer all components of the NYSESLAT exam. A schedule and testing memo is created to ensure testing and make up testing occur within the given timeframes. The results of the exam are analyzed by the licensed ESL and bilingual teachers (Samuel Amador, ESL; Luis Fernandez, Bilingual Literacy; Thelma Dolmo, Bilingual Literacy; Juan DeLaCruz; Bilingual Math) and by the certified teachers in all other subject areas in collaboration with the administration. This information is used to inform instruction and guide programmatic decisions for students. The results of the exam are shared with parents at conferences with licensed teachers.

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. 

The trend we have noticed during the last two years is that the majority of parents (56%) in Spanish speaking families have chosen the Transitional Bilingual Program. In interviews the parents expressed the wish to have their children moved to monolingual classes eventually, while receiving ESL services when necessary. The programs offered at the school are aligned with parents' requests. The number of students enrolled in each program closely mirrors the percentages of parental choices made in the Parent Program Surveys.

## **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])?
 

MS324 provides transitional bilingual education classes and monolingual classes with ESL services. We provide twenty-five periods of Transitional Bilingual Education in every grade. We also provide transitional bilingual services in a 12.1.1 setting for students with disabilities. Transitional Bilingual Education occurs in Math, Literacy, Social Studies, and Science. Classes are heterogeneous and each class travels as a group for the core subjects. Interventions are provided for small groups of students and students are grouped based on similar needs. ESL instruction occurs in push in, pull out, and self contained settings based on students' needs. All instruction is delivered by a team of certified professionals.
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)?
 

The transitional bilingual education program consists of a collaborative team of licensed professionals who provide Literacy, Math, Science, Social Studies, and ESL instruction aligned with the mandated number of instructional minutes. ESL is provided as a stand alone class and is also imbedded into the content area instruction to ensure that students are
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.
 

In the Transitional Bilingual Education program instruction occurs in both English and Spanish using the 60-40 model. The goal of the Transitional Bilingual Education program is to transition students to a monolingual setting through language scaffolds aligned to each student's level of proficiency. This is achieved through differentiated instruction, scaffolded supports such as graphic organizers, explicit vocabulary instruction, homogeneous small group work, native language materials, and ESL strategies imbedded in all content areas. In all program models students engage in learning activities that require them to practice all four modalities of English language acquisition and students are given differentiated levels of support based on their level of English proficiency. In all program models and content areas teachers provide supports for students to master rigorous Common Core aligned texts. For example, students engage in multiple and close readings of texts and teachers provide vocabulary instruction. Explicit language goals accompany academic goals in the planning process and these goals are differentiated for the different levels of English Language Learners in each program model. A mix of direct instruction, whole class work, small group work, and individual work are used in the ESL and TBE programs. An emphasis on student directed discussions in all program models provides students with the opportunity to practice speaking and listening skills aligned to the CCLS.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

ELLs are evaluated in their native language and in English through translated exams, teacher observations, and classroom assessments, and translated state exams as allowed by testing regulations.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

Students are evaluated through ongoing assessments that are a part of the school's assessment plan. Students are assessed in reading, writing, listening and speaking in all subject areas. Reading progress is assessed three times a year with running records, on a biweekly basis with reading conferences, and with the yearly ELA exam. Writing progress is assessed through daily writing work, unit CCLS tasks, content area essays, and the yearly ELA exam. Speaking is assessed through oral presentations and through the yearly NYSESLAT speaking assessment. Listening is assessed through informal observations, post read aloud writing prompts, and the yearly NYSESLAT exam.
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).

Teachers analyze the needs of each of the subgroups of ELLs (new arrivals, SIFE 2-3 years of service, 4-6 years of service, long

term ELLs, former ELLs) by looking at a variety of data (running records, teacher made assessments, state exam results, NYSESLAT results, native language assessments) and then provide differentiated instruction and targeted intervention to meet those needs. Students' language acquisition is supported through differentiated instruction: differentiated texts and reading groups, native language instruction, texts in native language, explicit ESL instruction, RIGOR program, differentiated guided reading groups, small group math and science intervention, translated dictionaries, leveled libraries in Spanish and English, leveled texts in Spanish and French, process/content charts, and graphic organizers. All students are provided with materials that fall within each student's zone of proximal development in their native language and in the new language. Students are provided with the opportunity to attend targeted intervention groups during the school day, after school, and on Saturdays. Teachers monitor students' progress through ongoing formative assessments and then provide targeted instruction, differentiated instruction, and intervention to meet those needs. SIFE students receive individualized instruction in class. The teacher provides the student with texts that match the student's literacy level in Spanish and in English. The students work on reading, writing, grammar, and vocabulary in class as well as in targeted after school intervention periods. These students also receive supports as they learn the structures and routines of school. They will also given instruction using the RIGOR program, the Sound Reading Solutions ELL program, or small group guided reading depending on the student's individual needs.

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

ELLs who have received services for 4-6 years receive instruction in bilingual classes or monolingual classes with ESL based on their level of English proficiency. Students who have received instruction for 4-6 years are typically struggling with the reading and writing modalities on the NYSESLAT and have reading levels that are significantly below grade level. Intensive interventions in reading and writing are provided based on the student's individual needs. Teachers use a variety of assessment data including ELA and NYSESLAT results, running record data, writing task data, and reading conference data to assess students' needs. Intervention programs are designed around the students' needs and might include Rewards to assist students struggling with decoding or guided reading for students whose need work on reading levels and/or reading fluency. All students benefit from whole class and small group vocabulary work.

Long-term ELLs are placed in monolingual classes because their academic language is more developed in English than in their native language. They are overwhelmingly advanced on the NYSESLAT, and as test records show, their weakest modality is writing. With a view to their successful performance on the NYSESLAT, the students are mandated to attend the extended 37.5 minute afternoon sessions in order to receive support in writing workshop, writing conventions as well as test taking techniques. This complements the work that the students do during their ESL push-in and pull-out periods. All classwork and intervention programs support students' individual needs with the goal of English proficiency in reading, writing, listening, and speaking. Long term ELLs struggling with writing will also receive support with the English 3D program that provides students with instruction in writing using rigorous non fiction texts.

Former ELLs receive instruction in monolingual classes and are provided with intervention during extended day or during small group instructional periods during the school day. Overwhelmingly these students' continue to need leveled texts, reading conferences, and guided reading groups to move them towards mastery of grade level texts. ELL scaffolds such as graphic organizers, leveled texts, and vocabulary previews are provided based on each student's individual needs as determined by diagnostic and formative assessments such as running records, writing tasks, and reading conferences.

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?

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

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?

ELLs-SWDs are placed in the least restrictive environment as per each child's specific needs. A child's services are tailored to address his/her specific strengths and areas of need. For example, a child may receive push in or pull out services as per his/her specific needs. A child may be provided with a self-contained setting for part of the school day and a mainstream setting for another subject. These decisions are made collaboratively with the teachers, parent, district representative, school psychologist, and related service providers. Teachers meet on a weekly basis to discuss students' needs and progress and any programmatic changes that might be needed to address students' needs.

### Courses Taught in Languages Other than English

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

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

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

### 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

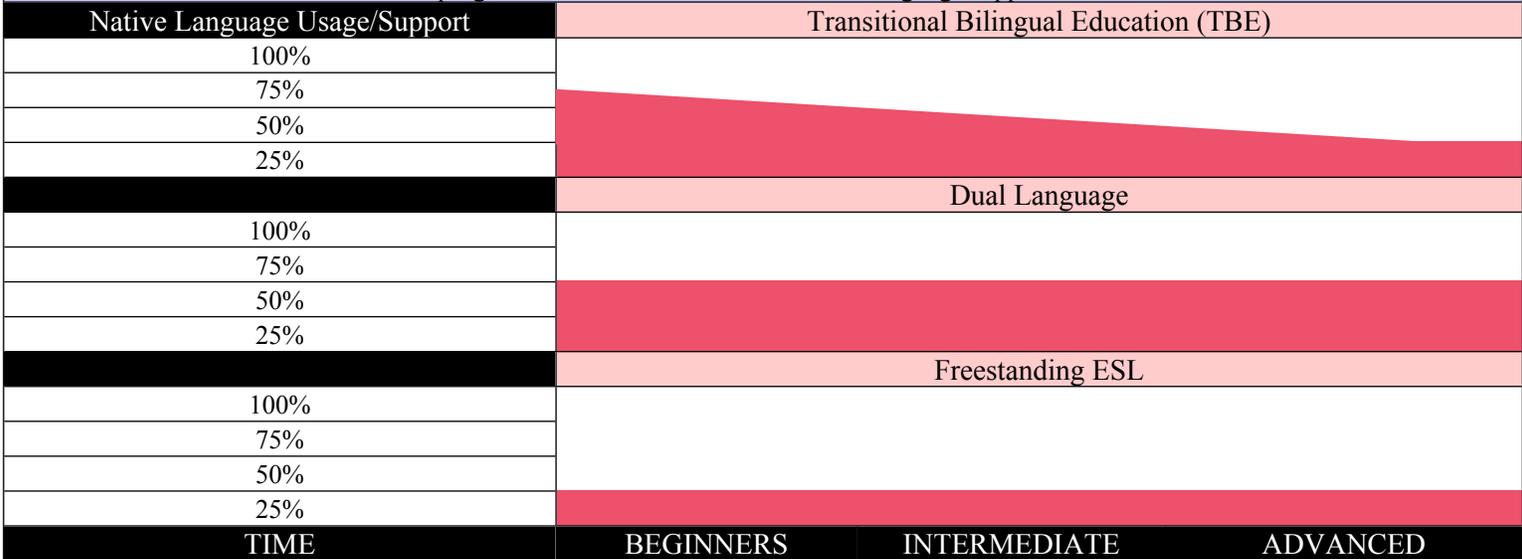
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<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.



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.

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

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

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

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

The majority of long-term ELLs are placed in monolingual classes because their academic language is more developed in English than in their native language. They are overwhelmingly advanced on the NYSESLAT, and as test records show, their weakest modality is writing. With a view to their successful performance on the NYSESLAT, the students are mandated to attend the extended 37.5 minute afternoon sessions in order to receive support in writing workshop, writing conventions as well as learning test taking techniques. This complements the work that the students do during their ESL push-in and pull-out periods. Long term ELL students who need support in writing essays based on non-fiction texts are enrolled in the English 3D program. Students who need support with decoding and fluency are placed in the Rewards program.

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

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

### Small Group Intervention

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

A morning literacy and math program taught by three certified bilingual teachers and one certified special education teacher for 40 students from October to June will be provided Monday through Thursday from 7:45 am to 8:30 am to provide instruction to

increase vocabulary, and the fluidity and automaticity of ELL reading and writing.

Based on running records, interim assessment and review of student work, vocabulary, fluency and decoding are areas that ELLs in grades 6-8 have the most difficulty in when reading in English. Based on NYSESLAT results writing is another area of difficulty for ELL students. Reading and writing are the students' greatest areas of need in grades 6-8. The results of the 2013 state math exams and teacher made science assessments indicate that new arrival ELLs lack content area vocabulary skills in English and have difficulty writing explanations of math processes. DYO math assessments and teacher made Science assessments indicate that the majority of ELLs in grades 6-8 lack basic math and science skills and need additional instruction to meet more advanced standards. Our ELL SIFE students lack basic math skills as well as native language and target language skills.

A Saturday program will be provided by three teachers from 9:00 am to 12:00 pm beginning in November and continuing to June. During these Saturday sessions, teachers will provide additional instructional time in math and reading. There will be three classes. Based on review of student work, students need support in reading and English language acquisition, basic math skills and their application to support more advanced mathematical understanding, social studies and science.

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

The Rewards program will be implemented two times a week for students who need assistance with fluency and decoding. The Sound Reading Solutions program will be implemented two times a week for students who need work on phonemic awareness. The English 3D program will provide support for students who need to work on writing grade level essays based on non-fiction texts.

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

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

The success of the ELL programs are assessed using a variety of quantitative and qualitative data such as NYSESLAT, ELA, Math, Science and Social Studies Scores; observation data; teacher made assessments; and interim assessments. The percentage of students scoring at Advanced has increased from 39% to 50%.

The current program addresses the ELLs varied language needs through differentiated instruction and a range of intervention programs. The current program meets the content requirements as all instruction is fully aligned to the CCLS with scaffolded supports as needed.

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

For the upcoming school year we are implementing English 3D for our long term ELLs and Sound Reading Solutions for our beginner and SIFE ELLs. Additionally teachers will continue to align their units, lessons, and interventions with the CCLS to ensure that students master the more rigorous standards.

12. What programs/services for ELLs will be discontinued and why?

n/a

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

All school programs are offered to all students. Students are provided with intervention programs before school and after school that target the needs of specific groups. The after school and supplemental services offered to students are as follows: a morning math intervention program is offered 4 times a week, Science intervention is provided 3 times a week, an after school math intervention program is provided 3 times a week, literacy labs are provided twice a week, after school guided reading intervention occurs twice a week, and Saturday intervention (math, literacy, Science) occurs once a week. Saturday metro cards are provided to students who qualify to ensure students can travel to and from programs. Parent outreach is done by the parent coordinator and teachers to ensure that families are aware of intervention opportunities. Additionally students are provided access to clubs such as musical theater, guitar club, and band. Students are also invited to attend programs through our community based organization, Children's Aid Society.

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

Independent reading books are an essential component of the program for ELLs. Students are assessed throughout the year and as they advance in reading levels they need additional independent reading books. Students' levels range from level D to Z and each

student needs a large volume of texts on his/her level in order to gain the skills and knowledge necessary to advance to the next reading level. A greater number and variety of non-fiction texts for all subject areas are needed as students work towards meeting the common core standards. Technology based applications such as Sound Reading Solutions, Rosetta Stone and Khan Academy are also an essential component of the instructional program. Ipad applications enhance student learning by providing hands on visuals, individualized interventions, and scaffolded supports such as translated dictionaries. Other intervention materials such as RIGOR, Rewards, English 3D, and Do the Math support student learning.

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

In the transitional bilingual program native language support is provided by the classroom teacher through NLA instruction and Spanish supports such as translated texts, bilingual dictionaries, vocabulary instruction, work in Spanish and English, and translated exams. Students who receive ESL receive support through vocabulary instruction, translated texts, and translated exams as needed.

Some students use handheld translator/dictionary technology devices.

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

All intervention programs are aligned to the CCLS grade level standards. When ELL students read below grade level the school purchases texts appropriate for the student's age and instructional level with the end goal of the student reading at or above 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.

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

18. What language electives are offered to ELLs?

n/a

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)?

n/a

## 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.

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

The literacy coach, math coach and Assistant Principal provide ongoing professional development on ESL strategies to support ELL learning for literacy and math bilingual and ESL teachers. Teachers attend NCTE seminars and webinars on ELL instructional strategies. The bilingual teachers participate in intervisitations to observe best practices and attend professional development workshops. Teachers participate in study groups and read current research on ELL strategies and then use that information to adjust instruction. Teachers participate in intervisitations to provide feedback on Common Core aligned instruction and to learn best practices for implementing instructional shifts. Teachers meet and analyze Common Core aligned student work and use that information to adjust lesson and unit plans and to form intervention groups.

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

Professional development supports all teachers (ELL licensed and other licenses) in providing high quality instruction in students' identified areas of need. Teachers of bilingual and monolingual classes attend professional development together during weekly common preps. Bilingual and monolingual teachers are expected to provide the same standards based instruction so professional development is designed with this goal in mind. All professional development is planned with the goal of effectively implementing the Common Core Learning Standards for all students. During weekly professional development sessions teachers examine student needs relative to the common core learning standards and students' English needs. Teachers receive PD on the following topics: strengthening vocabulary in the content areas, CCLS shifts, developing reading fluency, using guided reading to increase reading comprehension and automaticity, close reading of rigorous texts, scaffolds that support mathematical inquiry and problem solving, vocabulary instruction, close reading across disciplines, and improving student writing across disciplines. Science and Social Studies teachers engage in professional development sessions that focus on incorporating rigorous, CCLS aligned reading and writing into content area instruction.

In these professional development sessions teachers participate in a variety of research based learning activities such as collaborative inquiry, examining student work, aligning instruction with the common core, planning differentiated instructional supports for ELLs, examining instructional practices using the Danielson framework, engaging in study groups using scholarly texts, and and planning assessments related to the learning goals.

Planning meetings are held once a week to enable our teachers to identify and target the language needs of our students based on assessment of student work. Content area teachers meet weekly to plan instruction and formative assessments to monitor students' acquisition of the target language as well as the subject area material.

The 7.5 hours (10 for special education) of mandated ELL training is imbedded in our professional development sessions. The Literacy/Social Studies coach, Math/Science coach, and the assistat principals provide professional development on ESL strategies to support ELL learning in all content areas. Teachers read current ELL research and use that information to adjust instruction. Teachers analyze the work of ELL students and then collaboratively plan strategy groups or interventions to address students' needs. Teachers This professional development is provided throughtout the school year and is supplemented by DOE PD on ELL instructional stratgies. Paraprofessionals are provided PD by the coaches and administration.

The bilingual guidance counselor and the parent coordinator in collaboration with teachers, administration, and families support students as they transition to middle school and high school. Teachers are provided with professional development on strategies to support students with transitioning to more independence in middle school. For example, teachers receive professional development on Teach Like a Champion strategies such as no opt out and SLANT. At weekly interdisciplinary grade team meetings teachers plan advisory lessons aligned to students' social emotional needs. All students, including ELLs, are provided with support as they transition from grade to grade. New students are provided with an orientation. Students in all grades are supported with grade specific topics in a daily advisory class taught by 1-2 teachers per class.

The bilingual guidance counselor and parent coordinator provide monthly parent workshops. Parents who have children attending middle school for the first time attend a workshop introducing them to middle school. Parents are offered a workshop on middle school literacy. The bilingual guidance counselor and the parent coordinator meet with the assistant principal and literacy coach and collaboratively plan this workshop. The high school coordinator attends DOE workshops on high school and presents this information to parents in collaboration with the assistant principal, the parent coordinator, and the bilingual guidance counselor. The parent coordinator and the assistant principal plan college visits for parents of ELLs and their children. All workshops are presented in both English and Spanish.

## **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?

The school hosts monthly workshops for parents. The school will host 4 ELL specific workshops and 2 trips to build community and improve students' academic outcomes. The school will host an introduction to middle school workshop where families can learn about ELL program options, school policies, and where they will also be able to meet with teachers to begin to build the school – home community. Families will also be invited to attend workshops on high school and college including a workshop detailing the high school admissions process, a workshop where students are mentored by former middle school students, and a workshop where families are given time to work on high school applications and receive individual and small group support. The coaches and teachers will provide a workshop on strategies for improving at home reading. The bilingual coordinator and the parent coordinator will collaborate to target all parents of ELLs and will aim to have a minimum of 20 parents attend each workshop. All workshops are presented in English and Spanish. Parents are also involved in the school through volunteer opportunities and family teacher conferences.

Parent needs are assessed through the yearly survey and through collaboration with the parent association and parent coordinator. Parent workshops are aligned with parent needs and the school's goal of preparing students for college, work, and citizenship. For example, many parents are new to the country and are unfamiliar with the high school and college process. Based on this data, the school implemented more high school workshops and added college trips to the parent workshop plan. Workshops are also aligned to student and parent needs that arise throughout the year. For example, the literacy workshop grew out of parent and teacher requests for more collaboration on at home literacy development.

MS324 also collaborates with Children's Aid Society, a community based organization, to provide parent workshops.

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

## **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: MS324

School DBN: 06M324

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Janet Heller	Principal		1/2/14
Diana Trautner	Assistant Principal		1/2/14
Judy Ortega	Parent Coordinator		1/2/14
Javier Amador	ESL Teacher		1/2/14
Minerva Guerrero	Parent		1/2/14
Thelma Dolmo	Teacher/Subject Area		1/2/14
Juan DeLaCruz	Teacher/Subject Area		1/2/14
Gina Salerno	Coach		1/2/14
Lucienne Morel	Coach		1/2/14
Aristofles Henriquez	Guidance Counselor		1/2/14
	Network Leader		
Sandra Capers	Other <u>Assistant Principal</u>		1/2/14
Mayra Garcia	Other <u>RS Provider</u>		1/2/14
	Other		
	Other		

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

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

**DBN:** 06M324      **School Name:** Patria Mirabal Middle School 324

**Cluster:** 532      **Network:** CEI-PEA 10

**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.

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

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

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

## Part B: Strategies and Activities

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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.

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

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

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

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

Translators or electronic translators are available at all times. Parents have full access to school activities and information regarding their children's academic performance. The majority of the school staff speaks Spanish. Parents have full participation in school events regardless of the language they speak as all activities are conducted in Spanish and English. Parents receive all letters and forms about school activities in their language. Parents receive a translated copy of the document "Parents' Rights and Responsibilities" in the family's home language. Interpretation signs are posted in the school to inform all visitors of the availability of interpreter services in all nine languages offered by the DOE. Staff members serve as Spanish translators and this information is also posted in the school.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

#### Part A: School Information

Name of School: Patria Mirabal MS 324

DBN: 06M324

This school is (check one):  conceptually consolidated (skip part E below)  
 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):

Before school       After school       Saturday academy       Other:

Total # of ELLs to be served:

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program:

# of certified ESL/Bilingual teachers:

# of content area teachers:

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Assessment Analysis and Rationale

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

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

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

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

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

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

## Part B: Direct Instruction Supplemental Program Information

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

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

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

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

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

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

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

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

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

## Part B: Direct Instruction Supplemental Program Information

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

### Targeted Intervention Programs

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

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

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

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

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

## Part B: Direct Instruction Supplemental Program Information

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

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

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

### Small Group Intervention

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

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

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

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

## Part B: Direct Instruction Supplemental Program Information

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

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

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

### Other Intervention Programs

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

### Materials

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

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

## Part C: Professional Development

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

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

## Part C: Professional Development

- name of provider

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

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

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

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

## Part D: Parental Engagement Activities

## Part D: Parental Engagement Activities

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

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

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

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

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

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

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

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

**Part D: Parental Engagement Activities**

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

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>		
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>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		