



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name:** WRITERS AND LEADERS OF TOMORROW  
**DBN (i.e. 01M001):** 06M326  
**Principal:** SHARON WEISSBROT, MA CCC/SLP  
**Principal Email:** SWEISSBROT @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
Sharon Weissbrot	*Principal or Designee	
Tanika Thomas	*UFT Chapter Leader or Designee	
Magally De la Cruz	*PA/PTA President or Designated Co-President	
Ricardo Pena	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Rosemary Mutiva	Member/ Teacher	
Mark Gil	Member/ Teacher	
Edgar Ramirez	Member/ Parent	
Santos Jimenez	Member/ Parent	
Francis Rosario	Member/ Parent	
Guadalupe Vargas	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>x</b>	<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
<b>x</b>	▪ 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>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</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, 80% of teachers will participate in three hours of professional development monthly in order to possess an understanding of the competencies from Charlotte Danielson's Framework for Teaching included in the new teacher evaluation system.

### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.  
 Based on the 2013-2014 citywide expectations and student performance data from standardized tests, there is a need to improve the delivery of instruction to students as our students are not closing the achievement gap..

### **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. All teachers will participate in professional growth practices that shift teaching practices.

**B. Key personnel and other resources used to implement each strategy/activity**  
 1. All teacher teams

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**  
 1. Using the data from informal and formal observations in Advance, the Principal /Assistant Principal will conduct an analysis of the results of the observations to evaluate the shift in teaching practices.

**D. Timeline for implementation and completion including start and end dates**  
 1. Three times a year...December; February and May

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**  
 1. Through the use of Circular Six and an SBO, all teachers have professional meeting time (275 minutes) embedded in their programs weekly.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).  
 Parent Involvement will be increased through the SLT, Parent Teacher Conferences and Parent Association meetings.

### **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	Title III	Set Aside	x	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, 20% of the special needs population will demonstrate progress (10% increase from the pre-test to the post test) on the Code X writing assessment unit tests using a research based rubric developed by Scholastic.

### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.  
 Based on our analysis of student data from the State ELA tests, special need students have not demonstrated progress in meeting the Common Core Standards in English Language Arts. As a result of our poor performance on standardized tests, our school has implemented a new curriculum, Code X, which is aligned to the

Common Core Standards.

**Instructional Strategies/Activities**

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

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

All classes will implement Code X and will participate in the writing assessment unit tests. Data will be analyzed during teacher team meetings

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

1. Teacher Teams

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

1. The data specialist will conduct an analysis of the internal writing assessments after each unit test based on a research based rubric and will evaluate the progress of the special need students at the end of each unit of study.

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

1. A minimum of four times a year between October 2013 and June 2014.

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

1. Through the use of Circular Six and an SBO, all teachers have professional meeting time (275 minutes) embedded in their programs weekly. All special need students will participate in 90 minute block instructional periods implementing grade level Code X 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).

Parent involvement will be increased through Common Core aligned student progress report and parent association meetings. Additionally, parent involvement will be increased through monthly workshops provided by Children's Aid Society

**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	Title III	Set Aside	x	Grants
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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.

Using the Charlotte Danielson's Framework for Teaching competencies (student assessment and student engagement), by June 2014 50% of teachers will improve their MOTP by one rating based on their observations.

**Comprehensive Needs Assessment**

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

Based on formal and informal observations in 2012-2013 as well preliminary data from Advance, many of our teachers are ineffective/developing in these specific areas of instruction.

**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. A minimum of three classroom observations to observe practices across competencies 3c, and 3d of the Danielson rubric.
2. Teacher team will evaluate student unit assessments a minimum of three times during the year to evaluate impact on student outcomes.
3. All teachers will participate in a minimum of two conferences with the Principal regarding demonstrated progress in regard to the specified competencies from Danielson Framework.

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

1. DOE Talent coach will meet with Principal and Assistant Principal on effective classroom observations.
  2. Teacher team meetings
  3. Principal will document her conferences with teachers
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. The Principal and the Assistant Principal will agree with the calibrated rating 75% of the time as to whether teacher practice, as observed in classrooms, represent HEDI across competencies, 3c, and 3d.
  2. Teacher teams will analyze the results of the writing performance assessment unit tests to evaluate student outcomes.
  3. Principal will analyze demonstrated progress in regard to the specified competencies and student outcomes during teacher conferences.
- D. Timeline for implementation and completion including start and end dates**
1. A minimum of three times a year between September 2013 and May 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Talent coach will need to schedule visits to the school and both administrators will need to reserve time for calibration visits as well as training.
  2. Through the use of Circular Six and an SBO, all teachers have professional meeting time (275 minutes) embedded in their programs weekly.
  3. Principal will schedule meetings of teachers in September, February and May.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).  
 Parent Involvement will be increased through the SLT, Parent Teacher Conferences and Parent Association meetings as well as workshops.

**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	Title III	Set Aside	Grants
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.
- A. Strategies/activities that encompass the needs of identified subgroups**
- 1.
- B. Key personnel and other resources used to implement each strategy/activity**
- 1.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- D. Timeline for implementation and completion including start and end dates**
- 1.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

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

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

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Repeated readings, Achieve 3000,	Small group instruction	Before and after school, Saturday Academy, during the day
<b>Mathematics</b>	Repeated problem solving; practice in numeration	Small group instruction	Before and after school, Saturday Academy, during the day
<b>Science</b>	Repeated readings of non-fictional materials; science lab exercises	Small group instruction	Before and after school, Saturday Academy, during the day
<b>Social Studies</b>	Repeated readings of non-fictional materials aligned with grade level content	Small group instruction	Before and after school, Saturday Academy, during the day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Open ended questions which spark a conversation between counselor and child.	Small group or one to one sessions	During the school day.

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>All of the teachers are highly qualified and continue to receive professional development from AUSSIE trainers, outside consultants, the Children First Network team members as well as attending conferences outside the building. Teachers are assigned to teach classes in accordance with their State Certification. Professional development is embedded in their programs. New teachers are being supported by a network consultant who comes in weekly to meet with the new teachers. He observes their teaching practices and then provides feedback.</p> <p>When there is a vacancy, the principal will ascertain if there are hiring restrictions for the position. If there are hiring restrictions, the principal will declare a vacancy in galaxy which will automatically be posted on the open market website. Interviews will be conducted throughout the year for those candidates who passed the initial screening of previous ratings and previous assignments. The success of the school will spread the word that MS 326 is a school filled with staff that provides a quality education for students. If the hiring restrictions are lifted for certain subject areas, the administration will contact teacher recruitment to recruit highly qualified teachers. The Principal also collaborates with Teaching Fellows to provide a summer site for their teachers to begin teaching in the classrooms. Successful schools attract highly qualified teachers. The principal will interview possible candidates and to plan for their internship with MS 326 students during summer school where pedagogical skills can be improved prior to the start of the academic year.</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>The school program includes common preps for professional development as well as looking at student work as part of our initiative to have at least 90% of the teachers involved in inquiry. These common preps are used for planning units of study based on needs of the students and for professional development through study groups reviewing best practices in the professional literature, and reviewing student work. There are subject meetings and grade meetings each month. Assistant Principal provides direct supervision of the subject areas (math, literacy, social studies, and science). The Children First Network functions as a learning support organization and provides professional development program for its member schools. The parent coordinator has planned an ongoing program for parents and parent involvement through the support of the Children Aid Society and Urban Advantage.</p> <p>Since our school has eliminated homerooms, all teachers meet for 225 minutes in content teams. Through an SBO, the teachers and paraprofessionals have an additional fifty minutes each weekly for school wide professional development on effective teaching practices. Additionally, there is the monthly faculty conference which is used for professional development on effective practices. The use of the Talent Coach has improved the administration's ability to use the</p>

Danielson Framework effectively to improve student outcomes.

Based on the lack of student progress in closing the achievement gap and the need to raise the rigor in order to be better aligned with the Common Core State Standards, the school has decided to implement CMP-3 and Code X. Both the administration and the teachers have participated in professional development in implementing the curricula.

The network provides professional development to the guidance staff as well as special education teachers.

### **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.).

Title I Funds are earmarked for students in temporary housing in the purchasing of supplies and school uniforms. This is done to enable the student to focus on his/her education without undue stress. The counselor, who is funded through Fair Student Funding provides counseling to at risk students as well as special education mandated students.

### **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 decision making process in the use and selection of multiple assessment measures was multiple layered. Since the assessments are aligned to the curricula, it important to note that the staff participated in the decision process in selecting the curricula. They attended professional development sessions in implementing the ELA and math curricula.

Students are assessed at the end of each unit of study in ELA through the use of writing performance tasks. Teachers in social studies and science content areas combine multiple choice questions based on close reading of text and writing tasks. Math students participate in CMP-3 tests which are administered at the end of the test.

Additionally, as part of the teacher evaluation system, the teachers participated in choosing the measures of student learning. A committee was formed at the end of the 2013-2014 school year to make decisions about MOSL. Each constituency in the building was represented on the committee. The Principal also met with teachers and explained the process. Decisions were made and then the committee voted to accept or not to accept the decisions.

In our school, with the exception of the science teachers, all teachers are focused on assessing ELA as their local measure. Science teachers chose to use the performance test in science as their assessment which is in addition to unit tests, class quizzes and other methods of assessing student progress,

There is an alignment between the needs of the students to improve their outcomes on the ELA exam, the implementation of a more rigorous ELA curriculum which is aligned to the Common Core State Standards, the CEP goals which focus on teacher practice and student outcomes in ELA and the local measures of student learning.,

### **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 (Ms. Sylvia Gonzalez) to serve as a liaison between the school and families. The Parent Coordinator 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 through the elimination of homerooms and increases instructional time
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards in all content areas ;
- 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;
- Maintain communication with the home through the School Messenger, monthly newsletters,
- Provide student progress report every six weeks to parents. Student progress reports have been updated to reflect the rigors of Code X and CMP-3.
- 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, monthly workshops provided by CBO's to improve student outcomes;

*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 with the support of the staff
- 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, transition from class to class quietly 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>326</b>
School Name <b>Literary Arts Academy</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>Sharon Weissbrot</b>	Assistant Principal <b>Angel Ortega</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Juli Kreichman</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Jose Brito-Bilingual Math</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Agnes Samalot-Science</b>	Parent Coordinator <b>Sylvia Gonzales</b>
Related Service Provider <b>type here</b>	Other <b>ESL Teacher-Carlos Flores</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>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</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>6</b>	Number of certified NLA/foreign language teachers	<b>1</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>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>284</b>	Total number of ELLs	<b>122</b>	ELLs as share of total student population (%)	<b>42.96%</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 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													0
<b>Freestanding ESL</b>														
Push-In							18	10	17					45
Pull-out							2	2	3					7
<b>Total</b>	0	0	0	0	0	0	21	13	21	0	0	0	0	55

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	122	Newcomers (ELLs receiving service 0-3 years)	69	ELL Students with Disabilities	25
SIFE	38	ELLs receiving service 4-6 years	40	Long-Term (completed 6+ years)	11

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	40	23	1	3	0	0	0	0	0	43
Dual Language										0
ESL	29	5	3	37	0	16	11	0	5	77
Total	69	28	4	40	0	16	11	0	5	120
Number of ELLs who have an alternate placement paraprofessional: 0										

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							27	27	58					112
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	27	27	58	0	0	0	0	112

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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
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:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

**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							17	11	33					61
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1	1						2
Haitian								1	1					2
French								3						3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	18	16	34	0	0	0	0	68

## 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)							6	9	19					34

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)							18	6	11					35
Advanced (A)							33	19	13					65
Total	0	0	0	0	0	0	57	34	43	0	0	0	0	134

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					!Und
4					
5					
6	26	1			
7	20	3			
8	42	0			
NYSAA Bilingual (SWD)					

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									
4									
5									
6	15	9	3	0	0	0	0	0	
7	13	12	3	3	0	0	0	0	
8	24	24	0	8	0	0	0	0	
NYSAA Bilingual (SWD)									

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
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.  
Literacy is assessed using Fountas and Pinnell levels via Running Records and for some students using Lexile levels via the Achieve 3000 Level Set Assessment. This information along with NYSESLAT and LAB results are the foundation on which we differentiate ESL and ELA instruction for ELLs. It is clear from this data that our ELLs perform lower than many of our non-ELLs. We use reading level data to form appropriate classroom and intervention groupings and utilize materials that are leveled for differentiation. The use of intervention programs like Great Leaps, Rewards, Wilson and RIGOR as well as Achieve 3000 and Quick Reads are used as a direct response to this data.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The majority of our Newcomer students come with no English skills and are unable to answer any questions on the LAB-R. Data patterns revealed by the NYSESLAT show that newcomer ELLs develop reading and speaking skills first and our monolingual and long-term ELLs mostly show deficiencies in writing and listening. Spanish LAB results show the majority of our students score between 30% and 50 % correct. NYSESLAT data shows that Beginners make up about 50% of the 7<sup>th</sup> and 8<sup>th</sup> grade ELLs, while only 17% of our 6<sup>th</sup> graders fall in the Beginner category. The highest percentage of our Advanced students are in the 6<sup>th</sup> grade (55%) with only 31% of our 7<sup>th</sup> graders and 20% of our 8<sup>th</sup> graders scoring as Advanced. Our 6<sup>th</sup> and 8<sup>th</sup> grade classes both have 29% scoring Intermediate and 17% of 7<sup>th</sup> graders fall within that category.
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](#))  
Both the AMAO and NYSESLAT data reveal that writing is typically the modality that students struggle with as they move toward proficiency, followed by listening. Our faculty meets on a regular basis to review qualitative and quantitative data on a regular basis and create tasks specifically differentiated to strengthen student deficiencies. Faculty receive professional development focused on identifying student weaknesses and utilizing ELL strategies that align with Common Core curriculum tasks that help scaffold English language learning and content areas knowledge.
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?

a. Our TBE students struggle across the content areas because of the high percentage of SIFE students in our population. Work in their native language is challenging for many of our TBE students. A majority of our Monolingual students are ELLs, yet are English-dominant and are not capable of doing academic work in their native language. For these students, native language supports are not helpful. Typically our TBE students fair better in the content areas then in ESL or ELA due to native language support. Many of our TBE ELLs out-score their Monolingual counterparts in math.

b. Last year our school did not participate in the ELL periodic assessment.

c. N/A see above
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?  
We align NLA curriculum and instruction to ESL and ELA. Content area Bilingual teachers are aware of student's NYSESLAT levels and differentiate Native Language usage and tasks accordingly. NLA instruction utilizes various techniques in Spanish that students are also exposed to in ELA and ESL including academic vocabulary strategies, turn and talk, think-pair-share, gallery walks and a variety of close reading strategies. Students are encouraged to use Spanish-English glossaries which are available in all the content area classrooms. Students have access Bilingual libraries in almost every classroom.
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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Faculty review AMAO data for our ELL population and analyze NYSESLAT and ELA results to gauge student progress. TBE ESL classes are leveled based on NYSESLAT scores and students are advanced through these levels based on regular evaluation of student work such as writing samples and various formative classroom assessments or unit tests in both ESL and the content areas.

## 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](#).)
  - 1) A licensed pedagogue, (usually the ELL Coordinator, or licensed ESL teacher) conducts the HLS oral "informal" interview in the parents native language and then completes the formal interview and HLS Form . The HLS is offered in the preferred language of the parent or guardian. If a parent cannot speak English or Spanish a translator is provided by the DOE Translation Unit. If the interview and HLS criteria indicate that English is not the child's home language, the child is scheduled to take the LAB-R within ten days of his/her registration. The LAB-R and or Spanish LAB are given by the ELL Coordinator, or a licensed ESL or ELA teacher. If a child's home language is Spanish he/she is also given the Spanish LAB within the first 10 days in order to ascertain functional abilities in that language. LAB tests are hand-scored to provide immediate data and answer grids also submitted to the Regional Assessment Coordinator at specified times of the year as per the DAA memorandum regarding the LAB-R testing. The ELPC screen is completed based on parent choice in ATS. Based on HLS survey and subsequent results, a parent receives either an Entitlement or Non-Entitlement letter in their preferred language. All parents with students entering school after our (September) New Student Orientation are encouraged to attend a one-on-one Parent Orientation with the ELL Coordinator and Parent Coordinator where they are shown the EPIC Parent Orientation Video in their language of choice and given a copy of the EPIC Parent Brochure in their language of choice. After a discussion about the three placement options, (TBE, ESL and DL) the child is placed in the appropriate program based on the parent's response to the Parent Survey/Program Selection form and the ELPC screen is completed in ATS.
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.  
We invite all newcomer and first-time admits to a Parent Orientation held in September. At this time, the Parent Choice Video is shown and Parent Choice Brochures are distributed in Spanish or in other languages as required. Parent Coordinator and licensed pedagogue, usually The ELL Coordinator or ESL teacher, are present during this event to answer questions. If a child is enrolled after September the ELL Coordinator, ESL teacher and Parent Coordinator are always available to meet with parents of newly enrolled students to show the EPIC Video and answer questions about program choices.
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 [\[see tool kit\]](#).)  
Based on spring NYSESLAT scores, Continued Entitlement and Non Entitlement/Transition Letters are sent to all parents during the month of September. A copy of these letters are kept on file in the ESL Binder. Parent Survey and Program Selection forms are collected throughout the year either at one-on-one Parent Orientation meetings , or New Student Orientation meeting(s). Efforts to collect any missing forms are on-going and are conducted by the Parent Coordinator and ELL Coordinator. Entitlement letters for new admits are sent to parents within 10 days of enrollment.
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.

100% of our Spanish-speaking “newcomer”parents (first time in a US school) choose our Spanish TBE program. Parents of newcomer non-Spanish ELLs (which make up less than 5% of our ELL population) choose Freestanding ESL 100% of the time. Parents with students who are ELLs that have been in Free Standing ESL classes in previous schools always choose our Freestanding ESL option. MS 326 program models are aligned with parent requests. Newcomer parents demand Bilingual programs which we provide with our Spanish TBE model. Non-spanish speaking ELL parents prefer immersion with ESL support which we provide as per the State Mandate. Few parents indicate interest in a Dual Language program however MS 328 (with whom we share our building) offers a Spanish Dual Language program so we are able to refer to any parents who express this interest.

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.

All students identified as ELLs as per the RLER ATS Report are given the NYSESLAT. MS 326 ELL Coordinator and Testing Coordinator work together to ensure that all four parts of the NYSESLAT are taken by each child. All children missing any section of the test so are identified and pulled out for make-up sessions prior to submission deadline.

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 in parent choice has not varied over the last 7 years. 100% of our Spanish-speaking “newcomer”parents (first time ever in a US school) choose our Spanish TBE program. Parents of newcomer non-Spanish ELLs choose Freestanding ESL 100% of the time. Parents with students who are ELLs that have been in Free Standing ESL classes in previous schools always choose our Freestanding ESL option. MS 326 program models are aligned with parent requests. Newcomer parents demand Bilingual programs which we provide with our Spanish TBE model. Non-spanish speaking ELL parents prefer immersion with ESL support which we provide as per the State Mandate. Very few parents indicate interest in a Dual Language program however MS 328 (with whom we share our building) offers a Spanish Dual Language program which we are able to refer to any parents who express an interest.

# 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])?

MS 326 has three TBE classes, one on each grade level (6,7,8). TBE students receive 5 periods per week (45 minutes each period) of ungraded, homogeneously leveled ESL instruction with a licensed ESL teacher. These classes are leveled Beginner, Intermediate and Advanced according to student's current NYSESLAT scores. "Freestanding" ESL recipients, or "monolingual ELLs" receive ESL instruction via a co-teaching/ Push-in model with one licensed Literacy teacher and one licensed ESL teacher. Some ELLs receive ESL support using a push-in model during Social Studies. MS326 Monolingual ELLs receive the state mandated amounts of ESL based on their most current NYSESLAT level. In addition monolingual ELLs get 1-2 periods of small group pull-out ESL instruction weekly. ELA instruction is provided weekly to all TBE students who are eligible to take the State ELA exam. ELA is delivered by a licensed Literacy teacher 5 periods per week on grade level with pull-out being provided by a licensed ESL teacher to all Newcomer and "non-eligible" ELLs during these 5 periods.
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)?

We currently have 3 full-time licensed ESL teachers which allows us to fully service all of our ELLs. TBE students who are taking the State ELA exam receive 6 periods of ESL instruction weekly. Students who are not eligible to take the exam receive 11 periods of ESL instruction, 6 within the leveled ESL model and 5 leveled by grade. Monolingual ELLs are placed mostly within one class per grade level to allow our three ESL teachers to provide the mandated minutes of ESL as per CR Part 154 via a push-in model with 1 or two small group pull-out sessions per week.
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.

TBE students are all serviced by bilingual content area teachers. Bilingual Math, Science and Social Studies classes are delivered as per State mandate by teachers who are certified in their content specialty area and hold bilingual extensions. Teachers use the TBE model to differentiate the language of instruction and tasks /deliverables. Differentiated is based on students NYSESLAT level and changes as students acquire more English skills.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Students are evaluated by their content area and Native Language Arts teachers through classroom assessments and unit tests in their native Language throughout the school year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ESL curriculum and professional development focus on rigorous instruction in all four modalities utilizing ELL strategies and materials that provide instruction and practice in speaking, listening reading and writing for ELLs of all levels in our school.
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).

a) SIFE students receive targeted instruction using the RIGOR program in Spanish and/or English as per our 2012-2013 SIFE Grants

during the 37.5 minute “Intervention” period, or during our after-school and Saturday programs. SIFE students also have the opportunity to work in both English and Spanish through our Achieve 3000 program which is based on leveled non-fiction readings and associated writing tasks. RIGOR in both Spanish and English with benchmark assessments and a focus on academic vocabulary acquisition as well as phonetic and phonemic awareness.

b) All Newcomer ELLs in our TBE program receive the LAB in Spanish which is hand-scored. Results from Spanish LAB is provided to our NLA instructor to help drive instruction and provide a baseline assessment for native Language proficiency. TBE students are given the ELE standardized Spanish aptitude test each spring. Interim content area tests are given in the native language when appropriate as are various writing assessments for Social Studies, Science and Math. NLA materials and tasks are aligned to our ELA curriculum and Common Core standards which promote rigorous high-level thinking, questioning, non-fiction reading, persuasive writing and speaking tasks. NLA and ESL instructors look at student writing in their native language on a regular basis during ELA meetings in order to assess advancement and monitor areas of need. Newcomers and Beginners are pulled out in small groups during whole-class ELA instruction and taught by a licensed ESL teacher. Newcomers and Beginners also receive leveled ESL classes 5 days per week that allow instructional approaches and materials to be targeted specifically to student language acquisition needs. Newcomers and Beginners use a variety of authentic instructional materials and the Pearson “Milestones” and “Visions” series as well as listening programs like “Quickreads” and Great Leaps to help boost listening skills and reading fluency. Students are continually assessed using quantitative and qualitative data to monitor progress, alter students grouping and drive instruction.

c) TBE ELLs with 4-6 years of service receive leveled ESL instruction daily. In addition, these students receive 5 periods of ELA instruction with a licensed ELA teacher utilizing the same CODE-X curriculum as our monolingual population which is scaffolded for ELL accessibility. “Great Leaps” and “Quick Reads” programs are used during small group pull-out sessions to boost fluency as is “Time for Kids” and English 3D. Various teacher created materials are used for scaffolding the ELA curriculum (CODE-X) for ELLs. Many students in this subgroup have the opportunity to join our Achieve 3000 after school and Saturday program in order to further support grade level reading, overall fluency and higher-order thinking strategies through non-fiction subject matter. During our 37.5 minutes this sub-group is engaged in academic vocabulary learning using the Sadler Vocabulary for Success series which is leveled by grade.

d) All of our Long Term ELLs are in our “monolingual” classes and many are SWD. LTEs receive push-in ESL support during Literacy and Social Studies using a co-teaching model (ESL Teacher and Content area teacher). Push-in allows ESL teacher to assist student learning by creating individualized scaffolds and differentiated strategies that assist students struggling toward proficiency to move toward grade-level standards, help with the writing process and academic vocabulary development, and finally allow them to access the school-wide ELA CODE-X curriculum. LTEs also receive NYSESLAT test prep opportunities after-school and on weekends as well as the opportunity to participate in Achieve 3000, ELA, Science and math afterschool/weekend programs and our Title III Summer Enrichment program. LTEs are also engaged in rigorous academic vocabulary learning appropriate to their grade level during the 37.5 Intervention periods.

e) Former ELLs-our former ELLs continue to receive push-in support via the mono-lingual classroom for two years after achieving proficiency. All former ELLs are encouraged to participate in our after-school, weekend and summer programs in either Spanish with their TBE classmates or in English with our monolingual students. Former ELLs use grade level our Sadler vocabulary series during 37.5 minutes.

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?

ELL-SWDs are serviced via their IEP and the NY State mandate based on most recent NYSESLAT levels. These ELLs receive instructional support using various ELL and Special Ed strategies, scaffolds and interventions including the Wilson and Rewards Programs in order to help them strengthen fluency and decoding skills and allow them to access our mainstream Math, ELA, Science and Social Studies curriculums. Some IEP mandated ELLs receive Resource Room support from a licensed Bilingual Special Education teacher according to student’s IEPs. MS 326 has a Monolingual Bridge class (6, 7, 8) and a Bilingual Special Ed (bridge 6,7, 8) self-contained class. We also offer a CTT monolingual class on each grade level. MS 326 has many listening centers and a wealth of audio books and play-aways for SWDs and other ELLs who are auditory learners. Our classrooms have leveled high-interest bilingual libraries and our classroom are equipped with laptops and smartboards to provide ELL SWDs with interactive and visual scaffolds through technology.

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?

ELL-SWD's are members of our CTT or Self Contained Special Education classrooms. CTT classes are populated according to the mandated 60% : 40%, Gen Ed: Special Ed ratio and are taught by one certified Special Ed and one General Ed instructor. All students with ESL mandated on their IEP receive instruction with their General Ed and non IEP mandated ELL peers via push-in model as per their NYSESLAT based on the NY State mandated hours. ELLs with SWD's in general ed and CTT classes receive instruction with general ed peers with the exception of Resource Room periods. All SWD's are entitled and encouraged to participate in all academic and non-academic Saturday, summer and after school programs. SWD's in our Bilingual Self-Contained setting receive math, science and social studies with certified bilingual teachers in both English and Spanish.

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

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<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**

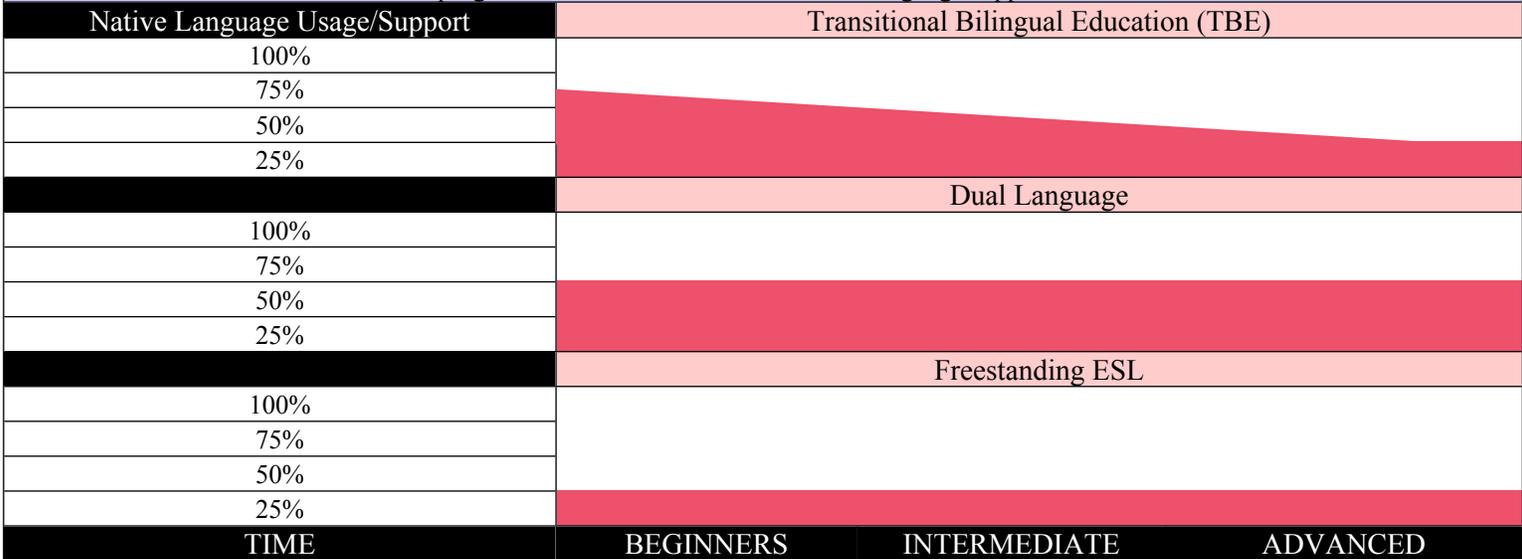
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<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.
- Interventions for ELLs in math, science, ELA and social studies include constant review of student writing, unit/classroom assessments, city/state interim assessments and the utilization of this data to target areas of deficiency in order to create differentiated tasks and group students accordingly. Particular attention is paid to our SIFE and LTE populations in order to support learning in all the content areas regardless of the language of instruction. Other interventions include bilingual math and science afterschool programs, morning bilingual math program, after-school Achieve 3000 (Spanish/English) and RIGOR (Spanish/English) programs. All of our ELLs with the exception of Newcomers participate in academic vocabulary learning during our 37.5 Intervention periods. Many ELLs are participating in the Great Leaps fluency program 3-4 days per week during ELA or ESL in-class conference time.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We are constantly reviewing and revising our programming, materials and strategies to provide the most rigorous and effective education for our ELL population in both their native language and in English across the content areas. Our faculty review student work and receive professional development on a weekly basis in order to tailor classroom tasks to best suit the needs of all our ELL subgroups at all levels of proficiency.
11. What new programs or improvements will be considered for the upcoming school year?
- Story-Studio, an art and literacy program has been introduced for newcomer and beginner ELLs this fall. Urban Advantage ARTs Program.
12. What programs/services for ELLs will be discontinued and why?
- All programs for ELLs will continue.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are given access to all academic, parent, and extracurricular programs at MS 326. MS 326 has both Math and Literacy after-school program. We offer morning math as well as Saturday and summer programs, plus RIGOR and Achieve 3000 afterschool in English and Spanish. We also offer 21st Century, CHAMPS (sports), basketball, cheerleading, gardening club, Urban Advantage Art to our ELLs with native language support. MS 326 offers a Saturday Academy with leveled Literacy, ESL and Math instruction as well as Achieve 3000 and RIGOR (Spanish and English). In the summer we have a popular Title III enrichment program for ELLs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- MS 326 uses a variety of instruction materials from various publishers. We utilize CMP3 for math, CODE-X for ELA and Glencoe texts for both Social Studies and Science in English and Spanish. ESL teachers use high-interest/low-level texts to scaffold reading and motivate ELLs and move them toward proficiency. Many of our class-set novels are used in both Spanish and English. Leveled ESL classes use the "Milestones" and "Visions" system (Heinle) as well as "Time for Kids" and other authentic materials. In the past few years we have equipped most of our classrooms with Smartboards, laptops and listening centers to provide audio/visual and interactive learning opportunities for our ELLs.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is provided in accordance with State Mandate in decreasing amounts based on student level. As students increase in English proficiency English language use is increased. Native language support however is never eliminated totally. All TBE students receive five periods per week of NLA instruction. Many Monolingual ELLs also receive NLA/Spanish from our licensed Spanish Teacher two times per week for our 6<sup>th</sup> and 7<sup>th</sup> graders.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- ELL Coordinator, ESL Teachers, coaches and content area teachers meet with publishers and receive professional development regarding child development and language acquisition theory in order to choose materials, write lessons and create differentiated scaffolds that are age and grade appropriate. Age and grade level issues are discussed at daily Common Planning meetings as well as Inquiry team meetings and DOE PD days.

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.

Newly enrolled ELLs are encouraged to join our Title III Bilingual Summer Enrichment prior to joining us in September.

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)?

Paste response to questions here:

### 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.

1) Monthly grade-level meetings are held for all teachers, coaches and administrators. Grade level meetings focus on curriculum development, school-wide themes, materials selection and content pacing issues. Time is always allocated to discuss issues specific to our ELL population. ESL and ELA teachers meet on a daily basis to get training and look at student work. These meetings offer mini-instructional workshops in lesson planning, effective classroom management strategies and questioning techniques with a focus on student writing. Issues pertaining to our ELL population are discussed at every meeting. All MS 326 teachers are encouraged to attend UFT and Network workshops outside the building such as QTEL, "Differentiating Instruction for ELLs" and "Effective ELL Writing Strategies". Content area workshops specific to issues that pertain to ELLs and Bilingual Education are also provided for our Math, Social Studies and Science teachers. In the last year ESL, and Bilingual teachers have received all day Achieve 3000 all-day professional development. The ELL Coordinator attends most OELL trainings and PDs as well as many Network offerings pertaining to ELL's and ESL across the content areas. All MS 326 staff and faculty including counselors, paraprofessionals, special education teachers, speech therapist and our Parent Coordinator attend our PD sessions during mandated DOE PD days in September on Election Day and in June. In addition, all of these staff members attend Network PD sessions specific to their area of expertise.

2) In addition to daily ELA meeting we are visited twice each Thursday by our Network ELL Specialist who provides us various ELL strategies and assists us in building scaffolds for our ELA CODE-X curriculum which was adopted because of its alignment to the Common Core. Both the Assistant Principal and teachers are provided opportunities to receive ongoing PD in using Code X throughout the school year. Our ELL Coordinator and ELA Coach were both chosen to participate in a city-wide Common Core Standard Think Tank in order to turn-key early information about the CCS as well as write several units of ELA curriculum that were aligned to the new standards. In addition, our staff has received hours of in-house PD on the new standards and how they apply to our various schools populations. Through an SBO, all teachers meet every Thursday for Professional Development in regard to the Danielson Rubric and methods of teacher practice. Teachers also attend workshops for teachers of SIFE students provided by the Office of ELL's. The network has monthly meetings for ESL teachers on SIOP.

3) Staff have received numerous hours of training in order to provide all of our students with the quality instruction that will ultimately prepare them for high school, college and a career. These sessions range from a detailed analysis of the Danielson Rubric to workshops on effective questioning, utilizing ELL strategies and the close reading of complex texts. Other PD topics include persuasive writing, and using academic vocabulary. ELA and Social Studies teachers also focus on organizational skills, outlining, note taking and study skills all in order to prepare our students to succeed academically. School leadership provides staff support through programming that allows us to meet and plan on a regular basis and participate in numerous opportunities for off-site PD and training. 8th grade ELL students are provided with opportunities to work individually with our Assistant Principal who assists them in the high school articulation process. Our AP also offers whole-class workshops in Spanish and English to both 6th and 8th grade students regarding the transition process. Our Parent Coordinator receives numerous PDs on subjects affecting ELLs and their families including HS articulation and college college/career readiness .

4). The minimum 7.5 "Jose P" hours for all staff takes place during mandatory PD days as well as during faculty conferences, grade level meeting , staff meeting and common planning meetings. Last year we held a full-day PD for the entire staff which covered the Danielson Rubric and differentiation strategies for ELLs and SWDs. Teachers and staff who attend these meetings use a sign-in sheet which is kept on file along with PD materials. The training focuses on SIOP and effective methods of teaching ELL's (questioning, assessing, and engaging students in rigorous materials).

## 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?
  - 1) Parents of new our new ELLs participate in our September New Student Orientation(s). Our ELL parents have become a strong presence in our growing PTO and are very dedicated to completing and submitting the DOE Parent Surveys and volunteering in the MS326 lunchroom. ELL parents are also very active in helping teachers and students organize our parent teacher conferences and help with special events, shows, field trips and parties throughout the year. Our Parent Coordinator has developed a popular series of parent workshops which provide current information on various parenting and health issues including abuse, breast cancer, special education evaluation and the High School application process. All workshops and parent programs are offered in both Spanish and English.
  - 2) MS 326 partners with several CBOs including Columbia Presbyterian Hospital which facilitates our health and dental clinic. The 21st Century Program provides bilingual after school content area programs and Beacon Arts and Sports also offers Spanish language programming for kids and families on Saturdays. School funds are also used for native language translation for our HLS parent interview process, parent informational materials particularly for our non-Spanish ELLs. In the past, MS 326 provided a Parent ESL Class on evenings and Saturdays for the parents of our SIFE and Newcomer ELLs. We hope to continue and expand this program this year with the support of the 2013-2014 SIFE/LTE Grant.
  - 3) ELL Parents participate in the NYC DOE Parent Survey annually. Parents also complete brief questioners provided by CBO's and at the end of school workshops.
  - 4) Our parent programs take place within the community and are all offered in Spanish. MS 326 Parent Coordinator has a close working relationship with many of our ELL parents some of which are active in the PTO and uses both formal and informal feedback to drive future parent programming.

## 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:** \_\_\_\_\_**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sharon Weissbrot	Principal		1/1/01
Angel Ortega	Assistant Principal		1/1/01
Sylvia Gonzalez	Parent Coordinator		1/1/01
Juli Kreichman	ESL Teacher		1/1/01
	Parent		1/1/01
Jose Brito	Teacher/Subject Area		1/1/01
Agnes Samalot	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Vera Hamburger	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Carlos Flores	Other <u>ESL</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

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

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

DBN: 06M326 School Name: Writers, Leaders of Tomorrow

Cluster: five Network: 532

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

### **Part A: Needs Assessment Findings**

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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.

All parents are greeted by the Parent Coordinator, Ms. Sylvia Gonzalez, upon arrival to the building. For new entrants, Ms. Gonzalez will escort the parent to Mr. Morales, who will meet with the parent and have the parent complete the Home Language Survey to ascertain parent's language preference. Signs exist in the building notifying parents to their right for written translations in their native language. Regular mail to parents about school activities is written both in Spanish and English and other languages, where applicable. Our parent coordinator and secretary are bilingual speakers of English and Spanish. Additionally, a large number of the staff at MS 326 are able to converse with parents in their own language about their child's academic needs.

Based on information from the home language survey, information regarding the language the parent speaks and writes is entered into ATS by our secretary, Ms. Andrea Delgado. Our secretary and the Principal, Sharon Weissbrot, review the data in ATS on a regular basis to check on missing or incorrect information. In house translators translate all correspondence using clear and simple language for all outgoing correspondence. In those cases where we do not have the internal expertise to translate a document, letters are sent to the translation section of the DOE and they will translate it.

Information regarding parent language abilities are located in ATS. Majority of our parents speak either English or Spanish or both languages. All notices are sent home with both Spanish and English. Eighty Six percent of our parent population speaks Spanish and thirteen percent of parents speak English only. Every document is printed in both Spanish and English. There is a small percentage of parents who speak other languages i.e. French, Haitian Creole, Arabic and we make sure that letters go home to these parents in their native languages.

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.

A review of the home language surveys indicated that the majority of our parents speak and read Spanish which mandates that all letters are sent home in English and Spanish. Many staff members speak both English and Spanish which is the major language in the school's community. Communication between school and the community is always in both languages, Spanish and English. All public meetings and parent association meetings are conducted in both languages. There is always the chance that we might have speakers of other languages i.e. Arabic, French, Haitian Creole. We also have staff members who are able to speak French and Haitian Creole. If these people are not available, we will contact the Office of Translation Services to help us. District 75 will be contacted if we need a speaker of American Sign Language. Information regarding the school's translation needs is communicated to the school's population through the School Leadership Team, the Parent Coordinator, a sign posted at the primary entrance to the school indicating the availability of interpretation services and at Parent Association Meetings. Lunch forms are ordered based on the languages that parent speak at home.

## **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 correspondences to parents are provided in both English and Spanish. Specific written communications are translated by the bilingual translation team composed of the business manager and the Assistant Principal. Student Progress Reports and all letters sent home to parents are translated into Spanish. Copies are available in the main office. In the case that we have other language needs, the Office of Translation Services will be contacted. The school is responsible for providing each parent whose primary language is other than English a copy of the Bill of Rights and Responsibilities which includes their rights regarding translation and interpretation services. Additionally, the school has posted in a conspicuous location near the primary entrance a sign indicating the availability of interpretation services. The safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. Information regarding the school's translation needs is communicated to the school's population through the School Leadership Team, the Parent Coordinator, a sign posted at the primary entrance to the school indicating the availability of interpretation services and at Parent Association Meetings. Lunch forms are ordered based on the languages that parent speak at home.

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 by the following school members who are bilingual Spanish/English: Assistant Principal, teachers, parent coordinator, school aides, business manager, and secretary. During parent-teacher conferences, teachers are grouped together so that monolingual English speaking teachers have someone in the room who can help in communication between the school and the parent. We have speakers of other languages on our staff...German, French, and Haitian Creole. In cases where we do not have a speaker, we will have contact the Office of Translation Services to provide assistance.

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 are available at all times. Parents have full access to school activities and information regarding their children's' academic performance. A large number of people on staff speak Spanish and we also have staff members who speak French and Haitian Creole. Parents have full participation in school events as all activities are conducted in Spanish and English. Parents receive all letters and forms about school activities in the language that they speak. The school is responsible for providing each parent whose primary language is other than English a copy of the Bill of Rights and Responsibilities which includes their rights regarding translation and interpretation services. Additionally, the school has posted in a conspicuous location near the primary entrance a sign indicating the availability of interpretation services. The safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. Information regarding the school's translation needs is communicated to the school's population through the School Leadership Team, the Parent Coordinator, a sign posted at the primary entrance to the school indicating the availability of interpretation services and at Parent Association Meetings. Lunch forms are ordered based on the languages that parent speak at home.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: <u>MS 326</u>	DBN: <u>06M326</u>
Cluster Leader: <u>Debra Mandonado</u>	Network Leader: <u>Benjamin Soccodato</u>
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>100</u>
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>0</u>

### 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: We provide a supplemental program in English and another program in math for students in grades 6-8. Students have an opportunity of attending an after school math program or an ELA support program after school from 3:15-4:45 pm. In addition to Saturday Academy and holiday camp school during the mid-winter and spring breaks, the math program is offered in the morning Monday through Thursday from 7:00 am to 8:00 am prior to the beginning of school. Students have an opportunity of attending an after school math program or an ELA support program Tuesday and Wednesdays from 3:15-4:45. At the same time, ELL students have the option of attending CHAMPS or instructional programs funded from other sources. Programs exist in order to help ELL students close the achievement gap and are the result of an analysis of NYS testing data. An analysis of the NY State math test revealed a high percentage of ELL students performing at either a level 1 or a level 2. This fact was also reflected in the recent administration of the Instructional Targeted Assessments from Acuity which revealed that the ELL population in the bilingual classes comprised more than 50 % of the level 1 students on the test in math and English Language Arts. The math program is delivered in Spanish by a bilingual certified math teacher and they use manipulatives and materials from Options. The English program is delivered by a licensed ESL teacher and they use the Achieve 3000 program to improve the students' linguistic skills in English. Both programs will start in November 2012 and will continue through April 2013.

### Part C: Professional Development

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

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

Begin description here: The ESL teacher has received ongoing professional development in the use of Achieve 3000 to help implement the program after school. The math teacher receives professional development from the math coach who turnkeys the information from network math meetings. Through the elimination of the homeroom, all teachers have daily opportunities to collaborate on planning and analyzing student work. This is in addition to the monthly grade-level meetings which are held for all teachers, coaches and administrators. Grade level meetings focus on curriculum development, school-wide themes, materials selection and content pacing issues. Time is always allocated to discuss issues specific to our ELL population. ESL and ELA teachers meet on a daily basis to get training and look at student work. These meetings offer mini-instructional workshops in lesson planning, effective classroom management strategies and questioning techniques with a focus on student writing. In the last year ESL, and Bilingual teachers have received: 15 hours of SmartBoard training, a day-long SIFE/RIGOR conference and Achieve 3000 all-day professional development. The ESL teacher attends most BEATC and OELL trainings and PDs as well as many Network offerings pertaining

**Part C: Professional Development**

to ELL's and ESL across the content areas.

**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: Parents of our new ELLs participate in our September ELL Orientation(s). Our ELL parents have become a strong presence in our growing Parent Association and are very dedicated to completing and submitting the DOE Parent Surveys. ELL parents are also very active in helping teachers and students organize our parent teacher conferences and help with special events, shows, field trips and parties throughout the year. Our Parent Coordinator has developed a popular series of parent workshops which provide current information on various parenting and health issues including abuse, breast cancer, special education evaluation and the High School application process. All workshops and parent programs are offered in both Spanish and English.

MS 326 partners with several CBOs including Columbia Presbyterian Hospital which facilitates our health and dental clinic. MS 326 provides a Parent ESL Class on evenings and Saturdays for the parents of our SIFE and Newcomer ELLs. We also plan to have parent workshops on understanding the common core and how assessments will change over time.

Parents are notified of these activities through letters that are sent home, phone calls, posters and the school messenger which is an automatic phone message program based on the information in ATS. The parent coordinator is responsible to reaching out the parents.

**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		

**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.
<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>		