



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE ACADEMY OF APPLIED MATHEMATICS AND TECHNOLOGY

DBN (i.e. 01M001): 07X343

Principal: MR. VINCENT GASSETTO

Principal Email: VGASSET@SCHOOLS.NYC.GOV

Superintendent: MS. YOLANDA TORRES

Network Leader: DR. KAREN AMES

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
Mr. Vincent Gassetto	*Principal or Designee	
Ms. Nilajah Reed	*UFT Chapter Leader or Designee	
Ms. Sandra Vaca	*PA/PTA President or Designated Co-President	
Ms. Magdalena Pagan	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Mr. Carlos Lopez	Member/ Staff	
Ms. Althea Fuller	Member/ Staff	
Ms. Jeanna Baldasare	Member/ Staff	
Ms. Zumaya Castillo	Member/ Parent	
Ms. Ines Vasquez	Member/ Parent	
Ms. Elan Guzman	Member/ Parent	
Ms. Maria Marte-Diaz	Member/ Parent	
MS. Elizabeth Mariano	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	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

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.

As measured by HEDI calibrations, by June 2014, 100% of teachers will possess a normed understanding of Charlotte Danielson's Framework for teaching rubric, specifically, questioning and discussion techniques, to both enhance pedagogical delivery and improve achievement for all students.

Comprehensive Needs Assessment

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

As measured by HEDI calibrations in professional development sessions as well as the outcomes of informal and formal observations of teachers at MS 343 it was determined that the level of teachers' questions needed to be addressed. Learning walks conducted by the principal, assistant principal, leadership mentor support as well as network support personnel determined that the style, and level of rigor of teachers' questions were not at an effective level. There were numerous aspects of the Danielson Framework that administration wanted to improve upon, but Domain 3, specifically questioning and discussion techniques and using assessment in instruction stood out as taking priority. Qualitative data such as observations and learning walks, combined with quantitative data such as student performance data indicated that there was a need for improvement school-wide in these areas. Consequently, the percentage of students scoring proficient on the new common core state exams has decreased the last two years showing a need for improved teaching practices.

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. Some of the activities that will take place over the course of the year include numerous professional development sessions conducted by administration, network and leadership support personnel and, in an effort to support sustainability, teacher-leadership staff from MS 343. A pre-service workshop was held in late August for new teachers, Chancellor's PD Day was partially devoted to supporting teachers' understanding of the HEDI ratings and the Danielson rubric as well as the main portion of all 6 of MS 343's instructional half days. Additional PD outside of school is also offered and information on such events is disseminated throughout the teaching staff.

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

1. All pedagogical staff are involved and participate in these trainings, workshops and conversations with administration. 100% of the pedagogical staff will participate in one on one instructional talks with administration which will provide timely feedback that is useful for advancing teaching practices. Leadership coach and network personnel support teachers with professional development sessions during instructional half days as well as on Chancellor's PD Day and Election Day workshops.

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

1. There will be numerous professional development activities organized within the school as well as offered outside of school. Network support personnel will provide some of the trainings including an introductory training on the first PD day of the instructional year, as well as school staff such as the principal and assistant principal. Additional training and coaching sessions will be offered by the administration's leadership coach. These PD sessions will both inform and build on the understanding of the teaching staff by revisiting the Danielson Framework and correlating rubric. These sessions will further the instructional practices of our teaching staff by introducing them to various indicators in each domain by competent staff and network personnel who can provide examples and facilitate activities and conversations around teacher effectiveness. Quarterly meetings will be scheduled with each teacher to provide feedback and to check in with them regarding their understanding and comfort with the Danielson Framework. Additionally, MS 343 has two teacher-leaders who are currently being trained in leadership skills and the Danielson Framework by the TLP program via the NYCDOE. These teacher leaders are available to our staff to conduct peer to peer observations, intervisitations and to provide supportive and non-evaluative feedback on a volunteer basis.

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

1. This identified goal and its targets began in September 2013 and will be met in June, 2014. There will be quarterly benchmarks which will inform administration of the progress toward meeting this goal.

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

1. MS 343 has 6 instructional half days built into our instructional calendar. A portion of this time will be spent on informing and enhancing the teachers' understanding of the Danielson Framework via PD sessions, visits from administration's leadership coach and presentations by our in-house teacher leaders and their program's staff. Additionally, our two teacher-leaders are available to our teachers to conduct peer to peer observations, participate in classroom intervisitations and to provide supportive and non-evaluative feedback to teachers on a volunteer basis

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).

As part of MS 343's initiative to effectively roll out the Danielson Framework in a manner in which teachers have the best opportunity for success, additional time was factored into our instructional calendar via an SBO and a parent association vote to pass 6 instructional half days. This additional time was voted on by teachers and parents due a recognition of the need for teachers to have more time together to plan, review data and to receive professional development. The largest portion of the PD time has been and will continue to be devoted to the teachers' understanding and implementation of the Danielson Framework. During these 6 instructional half days, network support personnel, administration's leadership coach as well as teachers themselves, have conducted sessions on various Danielson domains and indicators. Additionally, the Chancellor's PD Day was devoted to the Danielson Framework Domain 3. Two teachers gave individual presentations on 3d specifically, and how the check for understanding and assess students during instruction. This practice will continue over the course of the academic year. In addition, the principal prepares and delivers a monthly address to the parent association during which he states the rationale for MS 343's instructional decisions which are in large part based around the Danielson Framework and our need for the teaching staff to have a normed understanding of effective and highly effective teaching practices.

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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.

There will be a 5% increase in both the ELA and Math Growth Percentile for the 8th grade for the 2014 state exams.

Comprehensive Needs Assessment

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

The past few school report cards have shown a significant decrease in progress among 8th grade students compared to the rest of the student population. Qualitative data such as teachers' instructional observations conducted by administration and learning walks conducted with network support personnel and leadership mentoring staff, combined with quantitative data such as student performance data indicated that there was a need for improvement school-wide in the curricula being delivered to the 8th grade. Due to what was perceived to be an inadequate or disengaging 8th grade curricula, the percentage of students scoring proficient on the new common core state exams has decreased over the last two years showing a need for improved teaching practices which will translate into increased progress and performance data for our 8th grade students, comparable to that of the 6th and 7th grades.

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. Due to recent years' review of the data which indicated a decrease in 8th grade performance in ELA and Math progress, an emphasis was placed on 8th grade curriculum revisions. Department teams met over the summer to look at current curricula, performance tasks and portfolio assignments to see where changes could be made that would support 8th graders' achievement across all subject areas. Teacher teams continue to meet throughout the course of the academic year during two common planning periods per week and one inquiry period per week which are part of every teacher's teaching program. These meeting times are not during a teacher's prep period or lunch, these are mandatory time blocks which are part of the instructional program. These blocks of time are allocated in an effort to give teachers time and resources to plan effective instruction, build and grade assessments and to review student performance data in an effort to improve student outcomes. Due to the observed decrease in 8th graders' progress in their major subjects, this time is essential to student achievement.

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

1. All teachers(100%) participate in two common planning periods per week and one inquiry period per week which are part of their teaching program. These meeting times are mandatory time blocks which are part of their instructional programs. Administration attends many, if not all of these meetings in an effort to support teachers with resources as well as to take the pulse of departments and their efforts toward improving student outcomes.

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

1. Baseline exams are administered in all subject areas to all students during the first full week of school. Assessment data is scored and patterns and trends are identified. During the weekly inquiry periods, teachers design “Change Strategies” which the entire department will loyally employ for a set amount of time. Another exam, called a benchmark exam, is administered after this set amount of time and data is reviewed once again. The objective is to get the majority of students from the group with the “deficiency” or “gap” in their understanding, to the group which has mastered the specific targeted skill or strategy. Students spend that set amount of time receiving lessons using the “change strategy” and performing tasks and activities around that skill.

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

1. The inquiry process usually runs a 4-6 week course with benchmark exams set up throughout the academic year. Each department has a series of benchmark and unit exams which are scored by the teachers themselves, and teacher teams then identify patterns and trends to be addressed. The ultimate goal is to have student progress at its peak in spring 2014 for the CCLS exams.

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

1. Due to the observed need for more time for teacher teams to formally create curricula, design and score exams and to look for patterns and create change strategies, all teacher teams continue to meet throughout the course of the academic year during two common planning periods per week and one inquiry period per week. These meetings are part of every teacher’s teaching program (100% of teachers participate). These meeting times are not during a teacher’s prep period or lunch time; these are mandatory time blocks which are part of the instructional program. These blocks of time are allocated programmatically in an effort to give teachers time and resources to plan effective instruction, build and grade assessments and to review student performance data in an effort to improve student outcomes.

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).

As part of MS 343’s efforts to support our 8th grade class through these changes, and have the best opportunity for success, additional time was factored into our instructional calendar via an SBO and a parent association vote to add 6 instructional half days. This additional time was voted on by teachers and parents due recognition of the need for more time to be spent designing rigorous and engaging curricula for our 8th graders. The largest portion of the 6 instructional half day PD time has been devoted to the teachers’ understanding and implementation of the Danielson Framework which administration feels will transfer to better instructional outcomes for our students. During these 6 instructional half days, network support personnel, administration’s leadership coach as well as teachers themselves, have conducted and will continue to conduct sessions on various Danielson domains and indicators. Additionally, much of this PD time will be spent on creating amendments to our curricula which will better prepare our 8th graders for the rigorous CCLS exams they will be encountering this spring. Designing coherent curriculum/instruction, part of the Danielson Framework, is a major focus of our curriculum revision work together, as is Domain 3d specifically, and how the teachers check for understanding and assess students during instruction. This practice will continue over the course of the academic year. In addition, the principal prepares and delivers a monthly address to the parent association during which he states the rationale for MS 343’s instructional decisions which are in large part based around the Danielson Framework, our need for the teaching staff to have a normed understanding of effective and highly effective teaching practices, as well as based on review of the qualitative and quantitative data on student achievement each year.

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	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.

By June 2014, the overall student attendance will be above 92%.

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 school report card, MS 343 is average among our peer group and well below the city’s average for attendance. With the lack of students scoring proficient and showing adequate progress, we feel that improving students’ daily attendance will help increase their rate of success.

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. In a concerted effort to improve our school’s overall attendance percentage, a target group was identified within our larger student body. This group was the lowest 15% in regards to attendance. Each individual student’s attendance percentage was reviewed over the summer and students were placed in advisory groups accordingly. The lowest 15% of each grade’s student body were placed in advisory groups with attendance as a major focus. Advisory groups were created to be gender specific and need’s based. Students who are struggling with attendance were placed with teachers who were made aware of this issue and given strategies and resources to encourage the students to attend school and to come on time. Some of these resources include agenda planners for each and every student. These planners are reviewed each Monday morning with students while the school’s Google calendar is displayed on the Smart Boards in every advisory class. Teachers (advisors) review the upcoming events listed on the Google calendar and instruct the students to write down upcoming exams, assignments and homework assignments. Students also use advisory time to set short and long term SMART goals with the advisor’s guidance. Check ins are built into the advisory schedule during which advisors receive their students’ attendance print outs and review the data with individual students. New goals are set with the students, if necessary, and as always, parents are contacted on their child’s attendance progress on a regular basis via Jupiter Grades, our online grading and recording system, and via our parent coordinator and family worker who make daily attendance calls. Advisors also receive prizes to give students on occasion, as well as offer incentives for the greatest improvement in various categories. Additionally, there is a community service aspect to our advisory program which both empowers and encourages students to attend school. Many of the advisory groups have partnered up with various animal shelters, children’s hospitals and other philanthropic organizations. The groups raise small amounts of money to donate and collect toys, food and other items to deliver. Students make arts and crafts to both sell and to bring as gifts to the hospitals, including cards, flowers and bracelets. These volunteer efforts empower our students to give back to their local community while encouraging them to be a more active and more present part of their MS 343 school community.

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

1. All teachers serve as advisors at MS 343. Specific students are targeted via review of their attendance data for these specific advisory programs. Time and resources are allocated to teachers and students to fulfill their advisory and community service goals.

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

1. Students meet weekly with their advisors to check in on their goals, to use their planners to write down upcoming key events and assignments and to track their progress toward meeting their SMART goals set previously in the year. Monthly attendance reviews are performed as well as weekly check ins on Jupiter Grades, the school’s online grading and reporting system.

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

1. An increase in these students’ attendance percentages will be tracked over the course of the academic year, culminating in an increase in the lowest 15% of students’ percentages by June, 2014. This will enable to school to reach its goal of an overall attendance percentage of over 92%

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

1. Programmatically, advisory was moved from Fridays to Monday mornings. This change was made due to the logistic placement of a class where goals are set to fall at the beginning of the week. Administration felt that it was a logical and effective step to move advisory to Mondays to enable advisors and students to effectively set up their week for success. The planners serve to organize each student for success, while review and check-ins on their personal SMART goals helps them set their course of action for the week.

Strategies to Increase Parental Involvement

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

The school’s attendance goal, along with all goals that are set each year, are shared with the parents via the principal’s address at each monthly PA meeting. This transparency is another effort to promote student attendance via parental support. Phone calls are made daily to parents of students who are late or absent and information is logged on Jupiter Grades, the school’s online grading and reporting system. Parents are given log in information and workshops to support their understanding of the use of an online program. Our parent coordinator offers several such workshops over the course of the academic year.

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	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 #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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	*100 Book Challenge Reading Program *Achieve 3000 *iReady	*Small Group *Homogeneous Whole Class *Individual and whole Class	*During the school day *During the school day *During the school day and After School Program
Mathematics	*Targeted Math Instruction *iReady	*Homogeneous Whole Class *Individual and whole Class	*During the school day *During the school day and After School Program
Science	OmniLearn	Homogeneous Whole Class	During the school day
Social Studies	100 Book Challenge	Small Group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	*Counseling	*Group/Individual	*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.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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.

MS 343 currently has 100% Highly Qualified Teachers on staff. Historically, we retain over 90% of our teaching staff. Last year we retained 16 out of 20 teachers (several teachers retired or left the DOE). As a small school, our teaching and support staff depend on one another greatly, a situation which lends itself well to collaboration. Part of the administration's philosophy on teaching and learning is that collaboration, such as common planning and Inquiry time, be built into the framework of our school. If we value something, then we need to make it a part of everyone's experience at MS 343.

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

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

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).

MS 343 continues to utilize both in-house and external PD sources. The in-house PD comes from teachers and staff members that have demonstrated a mastery of specific strategies and pedagogical skills that groups of other teachers need assistance with. This validates the work that teachers are doing, promotes leadership and collaboration, as well as providing quality and specific PD. Teachers are encouraged to conduct voluntary intervisitation (as well as suggested) along with department wide learning walks. The external PD comes from hired coaches, network liaisons, and both teacher and administration found PD opportunities outside of the school. Teachers are always encouraged to look into PD opportunities that fit their needs and share those opportunities with their colleagues. The administration works with a leadership coach, network liaisons, and colleagues on instructional and leadership practices.

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.).

MS 343 uses funding to provide instructional materials and uniform to students in need (Title 1, STH, other). Funding is also used in programs before and after school (VPP) to ensure that students are on time and off the streets. All students are invited to attend the full service after school program that incorporates math and ELA content as well as the arts and technology. Programs such as Saturday Test Prep, Skills Boot Camp, Summer Skills Camp, and exposure trips are offered to all 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.

All teachers participate in 2 weekly department common planning meetings as well as a weekly inquiry meeting. These meetings are designed to provide teachers with the time and space to plan and build assessments, and/or choose periodic assessments to administer to students. Inquiry time is designed to review assessment data and to make instructional decisions. Common planning time is designed for teachers to create “change strategies” which are instructional changes which impact students’ learning. These common planning and inquiry meetings are attended by all teachers as well as administration and are frequently visited by network support personnel as well as administration’s leadership mentor. These additional supervisors and coaches provide teachers with professional advice and support in making instructional decisions based on students’ testing data.

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).

Parent Involvement Policy (PIP)

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**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 07	Borough Bronx	School Number 343
School Name Academy of Applied Mathematics and Techn		

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 Mr. Vincent Gassetto	Assistant Principal Ms. Deirdre Callahan
Coach type here	Coach type here
ESL Teacher Ms. Althea Fuller	Guidance Counselor Marisol Palau
Teacher/Subject Area Ms. Peña	Parent Magdalena Pagan
Teacher/Subject Area type here	Parent Coordinator Angela Cunningham
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	298	Total number of ELLs	45	ELLs as share of total student population (%)	15.10%
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							0	0	0					0
Dual Language <small>(50%:50%)</small>							0	0	0					0
Freestanding ESL														
SELECT ONE							1	1	1					3
SELECT ONE														0
Total	0	0	0	0	0	0	1	1	1	0	0	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	45	Newcomers (ELLs receiving service 0-3 years)	16	ELL Students with Disabilities	10
SIFE	2	ELLs receiving service 4-6 years	15	Long-Term (completed 6+ years)	14

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	0									0
Dual Language	0									0
ESL	16		2	15		1	14		7	45
Total	16	0	2	15	0	1	14	0	7	45

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Arabic														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*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
TOTAL	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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							13	13	11					37
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							2	5	1					8
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	15	18	12	0	0	0	0	45

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)														0

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)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					!Und
4					
5					
6	10	5			
7	13	5			
8	11	1			
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	12		1		1				
7	11		6		1				
8									
NYSAA Bilingual (SWD)									

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	8		17		11		3		
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). How do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available. In addition to the ELA and NYSESLAT data we review each year, the ESL teachers also utilize the American Reading Company's individual leveling system. The ESL teacher meets one on one with each student and utilizes a protocol to assess the students' reading levels. This system is a conferencing based system which takes vocabulary as well as reading comprehension into account when deciding student's level. This is an independent reading level assessment.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

A review of the Spring 2013 NYSESLAT data indicates that our students' area of weakness is writing. In order to address this modality in our instruction program, we have developed a literacy curriculum which addresses this skill.

 - Technology is used in all ESL classes to support students' writing and listening skills
 - ELL students are provided with differentiated instruction as well as differentiated outcomes which focus on "word and language study" or grammar, persuasive, literary, narrative and expository writing, and writing mechanics.
 - ELLs enrolled at MS 343 receive Targeted Instruction Classes that focus on reading, responding to literature, writing and grammar skills
 - Listening centers are utilized in ELL classrooms to facilitate the use of books on tapes, listening exercises and writing or response activities.

6. ELL students are administered a pre test before each new instructional unit, as well as a post test to determine strengths and areas of focus throughout the academic year. If students do particularly well on a certain unit, or with a particular skill, they are able to move to the next topic or work at a more advanced pace. However, if ELL students show areas of focus (weakness) in a certain area, they are given more support and scaffolding.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school measure Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Due to the fact that our Spring 2013 NYSESLAT revealed a pattern of low proficiency in writing for our ELLS, a writing course has been designed with basic writing skills in mind. This course is taught by a literacy teacher in addition to the ESL courses that all ELLs attend with a certified ESL teacher. The program Write to Learn was also purchased this year to promote students' writing abilities and to support teachers' abilities to teach basic writing skills.
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?

The 2013 NYSESLAT data reveals a pattern in the deficient writing skills of our 6th, 7th and 8th grade students. In order to address this deficiency in our instruction program, we have developed literacy curriculum, particular skills based work was included. One of the additional areas added to our literacy curriculum was a targeted writing bootcamp to specifically support students' writing weaknesses in a week long after school "bootcamp".

 - Technology is used in all ESL classes to support students' writing skills
 - ELL students are provided with differentiated instruction as well as differentiated outcomes which focus on "word and language study" or grammar, persuasive, literary, narrative and expository writing, and writing mechanics.
 - Administration supports these endeavors through budgetary allowances for support materials, per session activities for teachers and purchasing writing materials and other resources such as dictionaries and online writing support programs.

ELL students are administered a pre test before each new instructional unit, as well as a post test to determine strengths and areas of focus throughout the academic year. If students do particularly well on a certain unit, or with a particular skill, they are able to move to the next topic or work at a more advanced pace. However, if ELL students show areas of focus (weakness) in a certain area, they are given more support and scaffolding.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see SED memo)

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

The ESL data is disseminated to all content area teachers to use when deciding on groupings, conferencing schedules and instructional decisions. The assistant principal, also a certified ESL teacher facilitates workshops for the staff around this data including instructional strategies that can be used to support the development in each of the 4 modalities as well as other resources that can be used to support ELLs' language acquisition. School-wide initiatives such as color coded vocabulary in each grade, posting of essential and unit questions and the use of word-to-word glossaries in all subject areas are also employed by all teaching staff.

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

N/A

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

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

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. Whenever a new student comes to Middle School 343 looking for a placement at our school, a series of steps follow, all in accordance with our identification and registration process. The first step is to see Ms. Ingrid Ott, Pupil Accounting Secretary, and Ms. Callahan, Assistant Principal (also a certified ESL teacher). All paperwork including admittance documents, testing data which indicates whether the LAB-R and/or NYSESLAT have ever been administered to the student before and other documents are reviewed with the parent or guardian, including the Home Language Survey, as part of MS 343's "intake" procedures. Once the HLIS has been administered, the parent response(s) are reviewed by Ms. Callahan to determine which language was checked off as being spoken in the home. If the language checked off is one other than English, the student is "flagged" as having to have the LAB-R, or Spanish LAB administered within 10 days. Either the school's certified ESL teacher, Ms. Fuller, or the AP, Ms. Callahan will administer the LAB-R or Spanish LAB to the designated student(s) in a secure location. If English was indicated as the home language, the Assistant Principal, Ms. Callahan, who is also an ESL certified teacher meets with both the parent and student and speaks to the parent(s) to ensure that English is indeed the home language. If the language is NOT English, then that child is also "flagged" for the LAB-R exam to be administered within 10 days. After the HLIS has been administered, and a conversation between the parent, student, and assistant principal has taken place, and the determination has been whether or not the student will take the LAB-R, the bilingual parent coordinator, Angela Cunningham meets the parent and student, and offers the parent a chance to view the video to help parents choose which program they want their child to participate in, Dual Language, TBE or ESL.
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.

After the HLIS has been administered during this initial in-take process, and the determination has been made whether or not the student will take the LAB-R or Spanish LAB, the bilingual parent coordinator, Angela Cunningham and AP (also a certified ESL teacher) show the video to help the parent choose which program they want their child to participate in, Dual Language, TBE or ESL. The parent is offered refreshments and views the video along with the P.C. and AP. Any questions or concerns that arise are addressed at this point. Once the parent chooses an option, the choice(s) the school has to offer is/are explained.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

The parent completes the entitlement letter, completes the survey and makes their selection. As we do not offer TBE or Dual

Language classes at MS 343, only free standing ESL, the program is explained to the parent and student by both the bilingual parent coordinator and the assistant principal. Letters and surveys are completed and collected during the intake process to ensure parents choices are made in an educated fashion and that all options are explained to parents in case they choose a program we do not offer, or another school. These letters and surveys are kept in the main office in a file cabinet alongside the cumulative records.

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.

If the parent's first choice is not available at our school, the parent is offered a transfer to a school which offers the program/model the parent chose. There is another middle school on our school campus which offers TBE programs. Our bilingual parent coordinator and the other school's bilingual parent coordinator both meet with any parent(s) who wish to consider the other middle school as an option for their child. The transition in this case can be made relatively simple as both offices can communicate on space, availability and programs offered at the time the parent is registering. Information on how to get to the placement office is provided, if necessary. If the parent speaks a "low incident" language and we cannot find a staff member to interpret for the parent in order to ensure they are making an educated choice, we would call the Translation Department to request services/support for this family to ensure the family makes the best program choice for their child.

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.

Testing data is reviewed for all students to ensure that they are designated to take the NYSESLAT. The RLAT and individual students' testing data is reviewed as well as ARIS data to ensure all ELLs are properly identified as meeting the requirements to take the NYSESLAT. All ELLs are administered the NYSESLAT by the certified ESL teacher, assistant principal, (also a certified ESL teacher) and the testing coordinator in a timely manner. In addition, all ELL students receive study guides, as do their parents, informing them of the style of test and the requirements. A schedule is created by administration along with the ESL teacher and testing coordinator to ensure ALL ELLs are administered ALL 4 components of the test. Passes are distributed to classroom teachers specifically for NYSESLAT testing to avoid any confusion for students travelling to testing rooms for their assigned exams. Emails and testing memos are disseminated to the entire staff alerting them to the testing window and any testing conditions that must be adhered to such as quiet in the hallways, etc.

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. 

At MS 343 the trend we have seen in parent choice has been exclusively free standing ESL with few exceptions. Parents often come to MS 343 with a preconceived notion of the school based on our reputation and the fact that we have earned an "A" on 6 of our last 7 report cards. The school has a very good reputation in our neighborhood/school community. Most parents who come to MS 343 looking for placement have heard about our school from friends and neighbors, or have sent their older children to our school and are familiar with our programs. On the extremely rare occasion when we cannot accommodate a parent's choice of placement, such as TBE, we call our campus/neighbor school (MS 224) and coordinate a meeting with the parent, MS 224's parent coordinator, our parent coordinator and our AP who is a certified ESL teacher as well.

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])?

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

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)?

All ELLs are programmed for ELA/ESL with our ESL certified teacher's classes depending on their NYSESLAT level, and according to CR-Part 154 minutes. Depending on whether the student is a beginner, intermediate or advanced ELL, they are assigned classes with our ESL certified teacher on their instructional program. The students receive solely free standing ESL/ELA instruction from the certified ESL teacher. The program at MS 343 is entirely comprised of block scheduling so all ELLs receive blocks of their instruction as a whole class depending on the number of minutes the Chancellor's Regulations requires. No students are "pulled out" at our school as we do not offer pull out or push in ESL, only freestanding classes. The ELLs travel to ESL/ELA as a group and are grouped for other subjects according to strengths and areas of focus/testing data as per ATS, RLAT, and ARIS.

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.

ELLs in subject area classes are supported through a wide array of technology, such as headphones, books on tape, word to word bilingual glossaries for all content areas, computer carts in every classroom for students to research, use websites and to get visual and interactive instructional support. Every teacher also has a "Document Camera" and Smart Board in their room to ensure scaffolded, visual representations of content information is delivered to all ELLs. Teachers of ELLs attend 2 common planning meeting per week which are visited by the AP (ESL certified) to provide ESL strategies and support in delivering instruction. PD

is also afforded to teachers of ELLs both in and out of school on topics of curriculum design using UBD/Grant Wiggins, and scaffolding techniques to make vocabulary more accessible to ELLs via our school-wide 'grammar in color' initiative which present vocabulary to students in a color coded model (verbs are coded red, nouns are coded blue, etc.) This visual representation along with the interactive component to our word walls which include a picture representing the word, a sentence, synonym and antonym all support students' understanding and usage of academic, content-specific vocabulary. In science classes for example, language objectives are part of the daily lessons, along side content objectives. Teachers place vocabulary at the forefront of their teaching and explicitly use words related to the content. The teachers post specific words at the front of the class and review definitions before teaching their content lessons.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
NLA instruction is supported through class cultural trips, primary source interaction through Career Day presenters, bilingual elective class teachers, NLA class library sets and books on tape for NLA instruction. Bilingual dictionaries and Spanish language books are placed in classrooms in which ELLs receive instruction and technology is available for ELL students to look topics up online in their home language and/or use sites such as dictionary.com to help support vocabulary acquisition.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
All ELLs are programmed to receive ESL services from our certified ESL instructor. She administers several practice NYSESLAT exams to both help the students become accustomed to the style and length of the test as well as to gather data on the students' strengths and areas of weakness in regards to the 4 modalities tested. That data informs the teacher of her instructional next steps as well as any homework packets that need to be given out, vacation homework/assignments and after school activities for our ELLs. We also offer a Saturday program in the spring which has a different focus every week. The focus is determined by the students' performance on "benchmark" exams administered throughout the year.
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).

ELL instruction is supported through a variety of scaffolding techniques including color-coding our vocabulary into parts of speech, scaffolded graphic organizers and "shoulder buddies", who are students at a more proficient linguistic level who can help ELLs during groupwork. Teachers also conference with ELLs regularly to check for understanding which is a qualitative form of data collection.

(6.a.) At MS 343 we have few identified SIFE students to date, and steps have been taken to ensure both academic and social success for these students, including program assignments with the ESL certified teacher for literacy/ESL instruction, 37.5 which is called "Small Group Reading" at MS 343, and advisory with the ESL teacher. SIFE students are assigned an advisor to check in with them on academic success, attendance and to give them an academic planner to record assignments and to help with organization skills. The parent coordinator, Ms. Cuningham also meets with the parents of SIFE students on a monthly basis to check on progress reports, report cards and attendance. In addition, the parent coordinator helps to coordinate our Rosetta Stone online language learning program which is also offered to SIFE students both during and after school.

(6.b.) Newcomers (should we receive any) would receive these same services to ensure assimilation to the school and support in adjusting to their new environment. An advisory group would be created with these students which would serve as a support group with an ESL teacher facilitating.

(6.c.) ELLs who are approaching LTE status are grouped with an ESL teacher for both "small group" (also known as 37.5) and AIS services, also known as Targeted Instruction, to support their language acquisition before the reach LTE status. These additional services and supports are offered to ELL students for 2 years after reaching proficiency according to their NYSESLAT data. In addition, former ELLs continue to receive their extended time testing accommodations on both classroom assessments such as baseline tests, benchmark tests, learning targets, essay writing and other classroom or portfolio tasks that are assigned to students as well as city and state assessments. Some of the additional targeted instruction programs include "Starfall" for lower performing ELLs, "i_Ready" and Achieve 3000, all programs which track students' progress and assign activities and task according to proficiency and achievement. After school programs are also strongly encouraged to support LTE students' test readiness and to keep them engaged in academic language after school hours.

(6.d.) All LTE students, including those who arrive at MS 343 already identified as a LTE, are designated for our after school program specifically for LTEs. This class after school is taught by a certified ESL teacher and uses NYSESLAT prep materials to support all 4 language modalities, as well as a technology component which utilizes the online programs previously mentioned.

(6.e.) ELLs with special needs are accommodated in accordance with their IEP. Their ESL instruction includes ESL with a certified ESL teacher in a freestanding program on a daily basis according to their proficiency level and corresponding mandated minutes of ESL instruction. If ELLs require additional support, the advisory program members are consulted and the ESL instructional team is consulted.

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?

All of our teachers have access to the 100 Book Challenge, our school-wide reading program which provides books, skill cards and conferencing prompts at each grade level starting at pre-K through accelerated readers when applicable. Teachers are trained by outside contracted professionals in conferencing and logging goals for each student. Students are provided with skill cards, questions to answer both verbally and written as well as books at their independent reading levels. ELL students are all programmed to receive 4 instructional blocks per week of this reading support. In addition, all content area classrooms have word to word glossaries available in every language spoken by our students. They are also provided with illustrated glossaries in each subject area which also provide a picture to help scaffold content-based vocabulary and terms for the ELLs.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

All of our students are programmed individually. All students IEPs (when applicable) are adhered to first and foremost, with the least restrictive environment offered in any subject allowed by the IEP. In addition, art, music, dance, technology, reading period and gym are also offered in general settings to allow SWDs opportunities to learn alongside their typical peers.

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:	0		
Social Studies:	0		
Math:	0		
Science:	0		

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

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

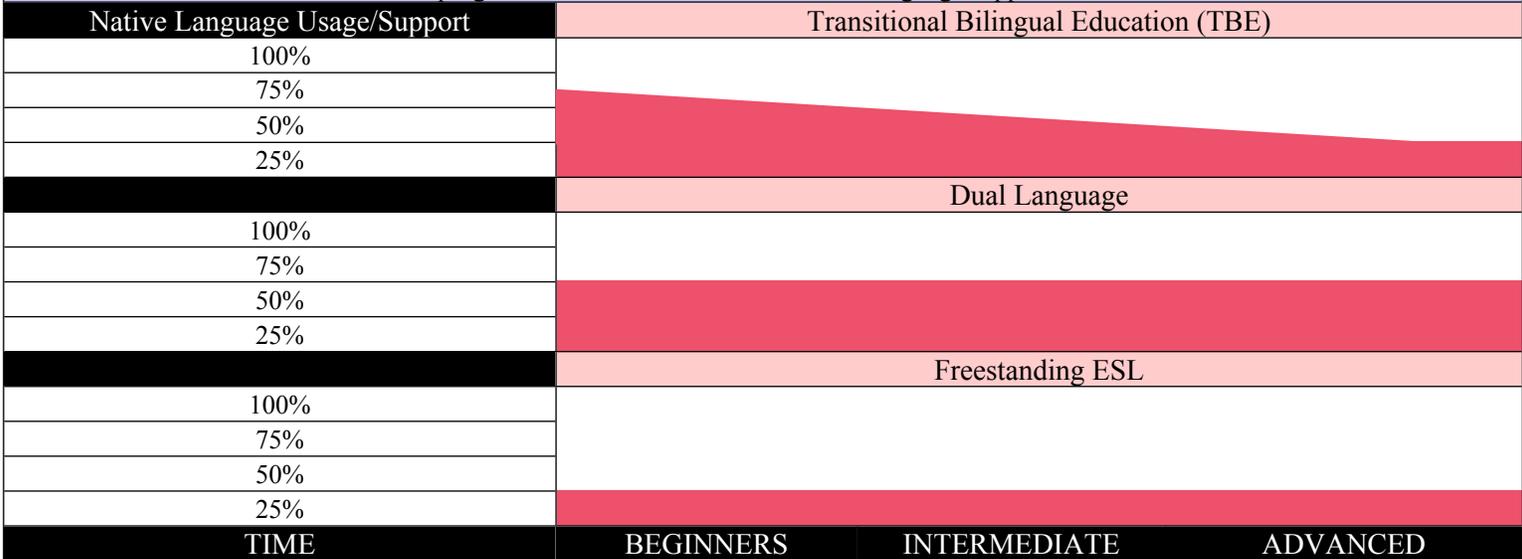
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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.
- Students are programmed for Targeted Instruction classes (commonly referred to as academic intervention services) based on areas of weakness. These classes are offered in technology-based classes, iReady math and ELA, Achieve 3000, and 100 Book Challenge through the American Reading Company. These data are collected through state's exam results as well as through generated data such as unit exams and even qualitative data such as student-teacher conferences and reading logs. A variety of data are collected and reviewed to decide the best placement for each ELL for Targeted Instruction.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program for ELLs is highly effective. Every year a great number of our ELLs reach proficiency on their NYSESLAT exams, as well as progress on their ELA, Math and Science state exams. Additionally, in house assessments, such as learning targets, portfolio and classroom tasks and other forms of assessment are reviewed by department teams using sub group criteria as a filter. ELL and special education students' data are examined to ensure progress is being made and that adequate supports are being delivered. Our ELLs are also on the honor roll at MS 343, receive awards at awards night and are often the recipients of medals and prizes as incentives for hard work and academic success. Our school has earned "Safe Harbor" status on state exam data due to the progress and performance of our ELL students on city and state exams. As our literacy program uses a humanities curriculum, social studies data is reviewed along with literacy data by the humanities (literacy) department. All of our literacy teachers, including our certified ESL teacher teach humanities during their literacy instructional time.
11. What new programs or improvements will be considered for the upcoming school year?
- MS 343 will continue to implement the programs aforementioned in question 9 as well as adding iReady math and ELA for our ELL students.
12. What programs/services for ELLs will be discontinued and why?
- There are no programs scheduled to be discontinued for our ELL population.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All our students, whether they be identified as an ELL, SWD, etc. are offered all services we have at MS 343 including access to all intervention programs, technology, after school and clubs and an opportunity to attend all trips. MS 343 has enough staff who are bilingual that information regarding trips and cultural opportunities such as Broadway plays and museum excursions can be made accessible to families and students.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- All ELLs have access to laptops, programs purchased and contracted such as iReady, Brain Pop, Education.com, TEQ for Smart Boards, etc. In addition, ELLs have access to the school's 75 iPads and their features. Sentios are also utilized in all science classrooms as a means of assessment. All teachers have a laptops, Smart Board, document camera, and speakers in their classrooms to support students' access to instructional material. Additionally, the school has purchased Achieve 3000, The American Reading Company's 100 Book Challenge among other products and software. Lastly, all ELLs participate in the school's curriculum which is a combination of teacher-made materials and units and NYCDOE's.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- ELLs are encouraged to use the NLA classroom libraries in each literacy classroom, as well as participate in the cultural trips offered to bilingual students. NLA instruction is also supported through class cultural trips, primary source interaction through Career Day presenters, bilingual elective class teachers, NLA class library sets and books on tape for NLA instruction. Bilingual dictionaries and Spanish language books are placed in classrooms in which ELLs receive instruction and technology is available for ELL students to look topics up online in their home language and/or use sites such as dictionary.com to help support vocabulary acquisition.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- All programs purchased and utilized by MS 343 are research-based and supported by data. These programs are appropriate for adolescents and are geared for low level readers through high interest material. Books and materials are purchased depending on the grade of the students, with more sophisticated topics being offered to our older adolescent students.
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 and their parents/families are invited to an orientation at the school in late August. This orientation provided information about the school and the programs we offer in English and Spanish. (If there were a student/parent who needed additional language services, the office of translation would be contacted). Newly enrolled ELLs also receive services such as advisory in a 12-15:1 ratio to ensure assimilation to the school and support in adjusting to their new environment. An advisory group would be created with these students and their needs in mind which would serve as a support group with an ESL teacher facilitating. Newly enrolled ELLs who are approaching LTE status are grouped with an ESL teacher for both "small group" (also known as 100 Book Challenge reading period) and AIS services, known as Targeted Instruction to support their language acquisition. The after school program, both academics and clubs is strongly encouraged for our ELLs.

18. What language electives are offered to ELLs?

MS 343 has purchased Rosetta Stone school-wide for our ELLs and their parents. Our parent coordinator, ANgela Cuningham, offers posted hours for Rosetta Stone usage for parents and families at no cost. Parents can also access the program from their home computer, if possible. ELL students are permitted to use the Rosetta Stone program to better their English proficiency skills, while English speaking students can access the other languages the program offers.

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

All pedagogical staff who instruct ELLs have received professional development in teaching writing as well as PD in our school-wide reading program, the 100 Book Challenge. They have also received PD in scaffolding instruction for ELLs and for students with disabilities. As part of MS 343's Fall PD Week, numerous sessions and workshops were offered for all staff members after school to attend on these topics, some of which were facilitated by the AP, and ESL certified teacher. NYSESLAT data, proficiency levels and instructional implications based on those data were also disseminated to all instructional staff in a PD session delivered by the AP, a certified ESL teacher. Examples of how tasks can be both accessible to ELLs vis explicit vocabulary instruction and scaffolding techniques were provided to teachers of ELLs in an effort to show the relationship between quality education and students' ability to progress on CCLS exams. All units of student at MS 343 are CCLS aligned, including all instruction delivered to EELs. PD was delivered on balancing accessibility and CCLS rigor. In addition, network support personnel have provided PD opportunities in our school building for teachers of ELLs and students with disabilities. MS 343 also had summer workshops; curriculum planning workshops, professional development workshops both in-house and outside of school to enhance teachers' abilities to differentiate their instruction based on students' areas of strength and focus, as well as differentiate student outcomes. ELL teachers have also received professional support in technology, including the Smart Board, and i-Ready which is an online, differentiated academic program to enhance ELLs' visual learning experiences, using video and audio books to support ELLs listening skill, as well as in technology based programs that are available at MS 343. Additionally, our incoming 6th grade ELLs are offered numerous orientation opportunities for them and their parents to attend. These are offered with simultaneous translation to support thei parents' and students' understanding of school policies, initaitives, rules, etc. and to allow for question and answer time. Incoming 6th grade ELLs are also invited to a bridge program which consists of a 3-week daily intense summer program offered in July-August before these students arrive at MS 343. The "Bridge" program provides students with content instruction, ESL instruction with our ESL teacher as well as music and technology classes. The group also take excursion trips out of the building to museums and other cultural locations. In addition, all incoming 6th grade ELLs are assigned an advisor to support their transition to middle school including anxieties, and other questions and concerns. 8th grade ELLs who are making the transition to high school are offered support via the bilingual guidance counselor who meets on a group basis as well as individual basis with each and every 8th grade ELL. STudents are encouraged to choose high schools which offer ESL and other support services such as additional reading programs, after school and access to technology. These efforts are done to ensure a healthy and productive transition from one school to the next.

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?

At MS 343, parental involvement is not only encouraged, it is actively sought after by school support and teaching staff, administration and our bilingual parent coordinator. Parents have access to computers at our monthly "Open Houses" where they are tutored in workshops which cover accessing the school's website and online grading system, "Jupiter Grades" as well as Rosetta Stone. Parents are also invited to monthly awards ceremonies, dance and music shows and "coffee with the Principal and/or Assistant Principal through our "Open Door" policy. MS 343 hosts an annual "Back to School dinner" with our students' parents where 1st quarter progress reports are distributed, and teachers are available to meet briefly and discuss homework, tests and classwork to date. All teachers of ELLs participate in these events. Our bilingual parent coordinator as well as numerous Spanish speaking staff members are in attendance at each and every school event. During our frequent meetings and interactions with parents, the school staff are able to get suggestions from the parents, and have numerous opportunities to hear their thoughts, concerns and ideas with simultaneous translation and interpretation by our bilingual P.C., bilingual guidance counselor and other bilingual staff. Our parent coordinator, Parent Association and SLT also reach out to parents with regular mailings, phone calls and memos sent home in both English and Spanish with the students to inform parents of upcoming events such as "School Spirit Days" and dances, along with the monthly calendar, also translated, and frequent automated phone messenger service and text services, also in 2 languages. Parents are invited to meet with the bilingual parent coordinator, AP and principal where they suggest fund raising ideas, spirit suggestions among other items at our "Back to School" orientation in the auditorium in the early part of the academic year. Many of the parent workshops offered are specific to the parents' needs outside of their child's academic experience such as yoga, resume writing, technology basics, setting up an email account, ESL for parents via Rosetta Stone in the parent coordinator's office, and a parent nutrition series. Parents complete a survey at the beginning of the year indicating their language of preference for receiving school messages, texts and report card or progress report information. This data helps the P.C. to determine the percentage of parents who speak Spanish or in rare cases, a particular language other than English or Spanish. Parents also inform the P.C. of workshops and classes they are interested in at the open houses and during PA meetings. The series of workshops created over the course of the year come in large part from parent requests as well as the parent coordinator's suggestions and ideas.

In addition to the various workshops offered to parents, Middle School 343 in conjunction with "ASPIRA", an outside agency, funded by DYCD, provides a vibrant after school and Saturday program for all students, which the parents are notified about. All parents of ELLs are invited to donuts and coffee with the parent coordinator and AP of instruction every quarter/marking period to discuss progress of ELLs. Parent workshops are also scheduled to correspond with Saturday academy sessions so parents can accompany their child to school and stay for yoga, resume writing or any of the various sessions we have to offer.

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: MS 343

School DBN: 07X343

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Vincent Gassetto	Principal		9/19/13
Deirdre Callahan	Assistant Principal		9/19/13
Angela Cunningham	Parent Coordinator		9/19/13
Althea Fuller	ESL Teacher		9/19/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 07X343

School Name: MS 343

Cluster: _____

Network: CFN 406

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

Part A: Needs Assessment Findings

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

MS 343 believes that our students' best chance at success comes when families and the school collaborate. Families must be included in school events and must receive information in a way that is accessible and useful. In accordance with Section VII of the Chancellor's Regulations and to ensure parental access to printed as well as online school information, all parents received and completed a brief survey asking them in what language they preferred to receive information from the school. These surveys were distributed and the data were reviewed in September, 2013. These data were entered into our master school data sheets which are available to administration and staff. Our Spanish-English bilingual parent coordinator keeps a soft and hard copy record of these data and provides in-house translation services and translates all documents sent home to parents into Spanish, as this is the language our non-English speaking parents listed as their preferred language for information on the survey. If the time should come when a parent indicates they prefer to receive information in a language other than English or Spanish, steps will be taken to ensure compliance with Chancellor's Regulation Part A, and access will be provided to those parents.

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

According to the survey administered by MS 343 to all parents in September, 2013, the two languages of choice indicated by parents were English and Spanish. If in the future, we should register a student whose parents speak a language other than English or Spanish, steps will be taken in accordance with Chancellor's Regulations to ensure access to all school information. All findings from the survey, along with NYSESLAT data, students' performance in the 4 modalities and instructional implications were disseminated to all instructional staff at MS 343's first of 6 instructional half days. The assistant principal, also a certified ESL teacher, presented the data, etc. to the staff along with the instructional strategies teachers could use to support various students' language acquisition based on their needs.

Part B: Strategies and Activities

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

MS 343 is proud to provide full access to all written materials to all parents of students at our school which are aligned with those established by the Department of Education. We believe whole heartedly that parents must be included in information and events that are "critical to their child's education", as per Section VII of the Chancellor's Regulations. In order to ensure parental access to printed as well as online school information, all monthly school calendars, announcements and invitations, class and/or curriculum information, student progress reports, report cards, and the online grade system MS 343 used to house student data have been offered in both Spanish and English. In the beginning of academic year 2013-2014, all parents received and completed a brief survey asking them in what language they preferred to receive information from the school. These data were entered into our master school data sheets which are available to administration and staff. Our Spanish-English bilingual parent coordinator provides in-house translation services and translates all documents sent home to parents into Spanish, as this is the language our non-English speaking parents listed as their preferred language for information. If the time should come when a parent indicates they prefer to receive information in a language other than English or Spanish, steps will be taken to ensure compliance with Chancellor's Regulation Part A, and access will be provided to those parents.

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: 07X343	DBN: 07X343
Cluster Leader: Christopher Groll	Network Leader: Sandy Litrico
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

Part C: Professional Development

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

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

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

Part C: Professional Development

design and delivery and enhance their teaching methodologies.

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

Part D: Parental Engagement Activities

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

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

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

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

Part E: Budget

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

Allocation Amount: \$11200

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