

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

06M319

School Name:

MARIA TERESA MIRABAL

Principal:

YSIDRO ABREU

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Middle School School Number (DBN): 06M319
School Type: Middle School Grades Served: 6,7, & 8
School Address: 21 Jumel Place, New York, N.Y. 10032
Phone Number: 212 923-3827 Fax: 212 740-8012
School Contact Person: Alan Faulkner Email Address: Afaulkn@schools.nyc.gov
Principal: Ysidro Abreu
UFT Chapter Leader: Edgar Santana
Parents' Association President: Grismelda Rojas
SLT Chairperson: Edgar Santana
Student Representative(s): _____

District Information

District: 06 Superintendent: Manuel Ramirez
Superintendent's Office Address: 4360 Broadway, New York, N.Y. 10033
Superintendent's Email Address: MRamire4@schools.nyc.gov
Phone Number: 917 521-3757 Fax: 917 521-3797

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 532 Network Leader: Benjamin Soccodato

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ysidro Abreu	*Principal or Designee	
Edgar Santana	*UFT Chapter Leader or Designee	
Grismelda Rojas	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lisbel Rodriguez	Member/ Parent	
Iris Fernandez	Member/Parent	
Lucia Aparicio	Member/ Parent	
Ana Bautista	Member/ Parent	
Allison Fedele	Member/ UFT	
Tiffany Braby	Member/ UFT	
Yoli Sanchez	Member/ Parent	
Altagraica Cassadean	Member/ Parent	
Lizbeth Cruz	Member/ UFT	
Jay Colon	Member/ UFT	
Michael Giedgowd	Member/ CSA	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

MISSION STATEMENT

"At M.S. 319, The Maria Teresa Mirabal School, we prepare students for academic excellence through a rigorous high school preparatory curriculum founded in the applied learning of math, science, and language arts. This academic foundation will prepare our students to become the leaders of the 21st century. Grounded in a philosophy of addressing the whole child, our school will serve as a community fixture. A symbol that members of the community are proud of, one that assures that their children will succeed. Our school atmosphere brings to life the concept of "No Child Left Behind" through which we can truly make the American dream of equity come alive. We will bring to our students the Maria Teresa Mirabal dream: "We will continue to fight for that which is just" and "We will persevere, achieve and excel."

UNIQUE/IMPORTANT CHARACTERISTICS AND STRATEGIC COLLABORATION PARTNERSHIPS

We have developed a process in which Teacher Teams meet weekly (vertically by department, horizontally by grade level) in order to promote sharing of strong practices, analyze student work, identify trends, and create action plans to improve student learning.

Teacher teams promoting the implementation of the CCLS and the instructional shifts

- Adjust curriculum pacing guides to suit the needs and levels of the students.
- Granulate CCLS within unit of study into learning objectives that target specific skills.
- Link learning objectives to carefully designed or revised tasks.
- Break Unit of study into sets of student goals
- Track completion and levels of mastery for each individual goal in the classroom and online.
- Design multiple-entry point tasks for students performing at different levels, in the classroom.
- Design and plan grade wide lessons

Use of data within teacher teams to improve instruction

- Identify trends in the data analysis
- Look at student work for accuracies and misconceptions, and match findings to trends and student goals
- Design new mini-lessons based on common misconceptions. Mini-lessons are taught to students in an effort to eliminate the re-appearance of the same error(s).
- Re-visit new student work to determine whether or not mini-lessons were effective
- Schedule Learning Walks to identify best practices among colleagues

Designed interventions to address areas of focus as evidenced by data analysis

Strengths and Accomplishments:

MS 319 is more than a special school. It is a home to a tightknit community of student, staff and parents. Among this partnership is an intense passion for building academic and social relationships coupled with an unmatched sense of pride in what we do here each and every day. In a word, 319 is defined by “ownership”--- in the sense that our community of children and adults come to the building each day to do their part in making today better than yesterday.

We create and maintain an inviting and professional physical atmosphere by keeping our hallways clean and bright ----filling them with not only student work, but cozy corners, colorful walls which come alive with paper trees, branches and leaves, and live plants. Inside the classrooms, the environment is sustained, offering benches, couches and rugs to students---so they feel at home--- comfortable to learn and explore new and exciting opportunities.

We extend our professional environment further through the expectations in appearance we have from our students. When you walk down the halls of MS319 you see students in pressed shirts, blazers, ties and black dress shoes. We expect this level of professional appearance to set the bar for our school community--- letting our students know that within their urban environment, they can show that they maintain habits of professionals, and push to operate at a level of maturity beyond their years. In addition to appearance, we initiated a “silent passing” policy in the hallways. Students are expected to interact at a certain level not only in their classrooms, but in the public and shared spaces of the school. Administrators, teachers, parents and students themselves work to monitor and maintain this high level of social behavior through specific systems policies and practices.

Academically our community works together to make sure each student gets what he or she needs to help them succeed and strive to get to the next level. There are many efforts involved in this process, but two which we would like to highlight are our school wide clinics in Mathematics and Literacy and the Friday Clinics we have within our classrooms. During school-wide clinics, every teacher becomes a math or ELA teacher. Several times a year, our students participate in a clinic, where they travel freely around the school, visiting three classes which address skills they personally need, as shown through data. Students receive a new schedule for that day, and visit teachers outside their grade level, where they engage in not only moving lessons, but also interactive activities and games which all work to strengthen their particular needs. Students receive tickets based on their performance in these clinics, which they later redeem for prizes of their choosing. We then collect the data these clinics provide and use it to help our instruction grow going forward. Friday clinics are a “miniature version” of school wide clinics, wherein students are grouped by areas of need and work together or independently on a skill specific to their needs within their literacy and mathematics classrooms.

Finally, we would like to mention a component which ties all of this together and works as not only a reward for students, but an experience which they look forward to and remember. At the end of each year, the eighth

grade students attend a “Dinner Dance”, which is always held in a country club or a high-end restaurant outside of the city. The preparation before this event creates a buzz throughout the school. Students dress up in suits and gowns, and sit down to a dinner party at tables covered with linen table clothes, flowers, and polished silverware. They then enjoy themselves interacting socially and dancing. This is the final piece we give them as a send-off on their journey to high school and the future where they will continue to persevere, and achieve and excel.

Challenges:

- Sharing physical space with three other schools
- Loss of dedicated classrooms due to student population growth in another school within the complex
- Classrooms overcapacity
- Influx of newly arrived throughout the school year students

The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

ELA:

Last year the ELA department improved its performance in levels 3 and 4 in grade 6 and grade 7; 6th grade improved by 1.2 percent points and grade seven improved by 1.5 percent points. However, we had a slight drop in the 8th grade performance; 8th grade dropped by 3.8 percent points. As a result, our overall performance in levels 3 and 4 dropped by 0.2 percent point. This year, the key area of focus is to have ELA and ELL students make progress in their writing skills in using textual evidence to support arguments and/or claims in all grade levels as well as critical thinking.

Math:

Last year the Math department improved its performance in levels 3 and 4 in grade 6 and grade 7; 6th grade improved by 7.1 percent points and grade seventh improved by 7.3 percent points. However, we had a slight drop in the 8th grade performance; 8th grade dropped by 0.2 percent point. However, our overall performance in levels 3 and 4 increased 4.6 percent points. This year key area of focus is to look closely at student work in constructive and open-ended responses, in order to identify accuracies and misconceptions.

Social Studies:

Last year the Social Studies department saw 95 percent of students make progress according to the New York City Social Studies Measure of Student Learning exam. The department’s curriculum is aligned to the Common Core State Standards for History/Social Studies for Writing, with a focus on writing arguments focused on discipline-specific content. This year the key area of focus is to build students understanding of complex texts, particularly primary source documents, and to build students’ ability to determine the strength of an author’s argument in both primary and secondary source texts.

Science:

Last year the Science department saw 92 percent of students make progress according to the New York City Science Measure of Student Learning exam. The department’s curriculum is aligned to the Common Core State Standards for Science for Writing, with a focus on writing arguments focused on discipline-specific content. This year the key area of focus is to build students understanding of complex texts, particularly content based documents.

UNIQUE/IMPORTANT CHARACTERISTICS AND STRATEGIC COLLABORATION PARTNERSHIPS

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- Design multiple-entry point tasks for students performing at different levels, in the classroom.
- Design and plan grade wide lessons

Use of data within teacher teams to improve instruction

- Identify trends in the data analysis
- Look at student work for accuracies and misconceptions, and match findings to trends and student goals
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- Re-visit new student work to determine whether or not mini-lessons were effective
- Schedule Learning Walks to identify best practices among colleagues

Designed interventions to address areas of focus as evidenced by data analysis

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

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

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 60% of students will continue to show progress in their writing skills in using textual evidence to support arguments and/or claims in all grade levels as well as critical thinking measured by our periodic writing practicum given three times throughout the year and graded using a school-wide rubric.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
School wide Writing Common Core Task Assessments(3 in each grade level 6 th , 7 th &8 th /Non fiction): A school wide writing assessment will be given three times throughout the year with the structure based on curriculum pacing (Common Core Assessment Task) – Cross Content – Social Studies.	All Students in grade 6, 7 & 8	September 2014 – June 2015	Assistant Principals, school cabinet, data specialist
Professional Learning: PL will be given on the following topics: Using rubrics in the writing process; “Lifting Lines” (using quotations) from texts to support arguments and/or claims; teaching students to address questions asked (boxes and bullets.)	All teachers	September 2014 – June 2015	Assistant Principals, school cabinet, data specialist

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

School-wide writing practicums given three times throughout the school year, curriculums in Literacy, Social Studies and Science that support the making of claims and using textual evidence to support those claims.
Professional Learning once a week by Departments, staff development as needed, classroom inter-visitations by teachers and modeling by coaches.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

We will be utilizing the Scholastic curriculum approved by the D.O.E. that we purchased last year. Our coaches and teachers will also continue to give our students the writing practicums and utilizing data from these practicums determine which areas of focus and mini lessons need to be taught to our students.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By January 31, 2015 40% of students will show progress

By February 28, 2015 50% of students will show progress

By March 30, 2015 60% of students will show progress

Part 6b. Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

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

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 90% of the teachers will be provided Professional Learning that will incorporate the use of technology to differentiate instruction in the classrooms to address the needs of E.L.L.s

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Professional Learning will be given on the following topics: SmartBoard, Excel, PowerPoint, Exc-ELL vocabulary acquisition, the ELMO, listening centers, Independent Learning Centers, neos and laptops to differentiate instruction.	All Teachers	September 2014 to June 2015	Assistant Principals, Cabinet, Bilingual Coordinator, Technology Coordinator, Coaches, Data Specialist.
Creation of a school wide calendar setting technology goals for every content area to produce one grade wide project.	All teachers	September 2014 to June 2015	Technology Coordinator, Assistant Principals, Coaches and Cabinet.

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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1 Technology Coordinator, Staff Development, Staff Development Planning, Study Groups for teachers.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Tax Levy funds will continue to be utilized for a Technology coordinator to assist in the continued implementation and use of technology to differentiate instruction in the classrooms addressing the needs of E.L.L.s. The funds will also be used for afterschool per session for teachers to learn the utilization of new technological advances.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 10. Specify a timeframe for mid-point progress monitoring activities.

By January 31, 2015 40% of students and staff will indicate through the use of online surveys that they feel supported.

By March 2015, 50% of staff and students will indicate through the use of online surveys that they feel supported.

By May 2015, 60% of staff and students will indicate through the use of online surveys that they feel supported.

Part 6b. Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

After conducting a three-year trend analysis of students’ performance data on state assessments, it was determined that all student groups need to show an increase in performance on the English Language Arts assessment. As a result, we have made ELA progress for our students a priority goal for the school year and are addressing it by targeting the teachers through professional learning. And, since last year, the ELA department improved its performance in levels 3 and 4 in grade 6 and grade 7; 6th grade improved by 1.2 percent points and grade seven improved by 1.5 percent points. However, we had a slight drop in the 8th grade performance; 8th grade dropped by 3.8 percent points. As a result, our overall performance in levels 3 and 4 dropped by 0.2 percent point. This year, the key area of focus is to have ELA and ELL students make progress in their writing skills in using textual evidence to support arguments and/or claims in all grade levels as well as critical thinking.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 70% of Literacy teachers will improve a level as per the Danielson rubric in using assessment in instruction (3d) as well as improve their questioning techniques (3B) as per school created data software thus improving literacy teacher effectiveness by developing a shared understanding of instructional excellence.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
1. Use of a coach room: A coach’s room has been designated so that coaches and other instructional teacher teams will have a designated location to be trained in the use of disaggregated student data. This will include the use of cross curriculum data, made accessible in the room, focusing on ELLs/SWDs and at risk students. Activities carried out in the coaches room will include monitoring student progress, setting initial goals for groups and individual students in ELA, programmatic implications based on indicators of interim progress	All Literacy and ESL teachers	September 2014 to May 2015	Literacy Coach and ESL Coach ,

assessment results and follow-up activities. Responsible staff will facilitate discussions of the students' progress and strategies for improved student outcomes, including L1-4 students. Also so multiple coaches can meet with teachers and offer support based on their particular area of expertise.			
2. Professional Learning: : PL will be given on the following topics: Interim assessments to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.	All Literacy and ESL teachers	September 2014 to May 2015	Literacy Coach and ESL Coach,

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Title 1 and Tax Levy funds will continue to be used to fund a Literacy Coach, and ESL Coach to support teachers as they become proficient in the Danielson model. Title 1 funds will also be used so that teachers can meet once a week in Professional Learning along with coaches to plan lessons, implement lessons, observe one another, offer feedback and reteach the lessons highlighting areas of excellence and improving areas in need.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Tax Levy funds will continue to be utilized for a Technology coordinator and coaches to assist in the continued implementation and use of technology to differentiate instruction in the classrooms addressing the needs of E.L.L.s. The funds will also be used for afterschool per session for teachers to learn the utilization of new technological advances.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

By January 31, 2015, 50% of our Literacy teachers will improve a level in Domains 3B and 3D

By March 30, 2015, 60% of our Literacy teachers will improve a level in Domains 3B and 3D.

By June 26, 2015, 70% of our Literacy teachers will improve a level in Domains 3B and 3D.

Part 6b. Complete in **February 2015.**

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

After conducting a three-year trend analysis of students’ performance data on state assessments, it was determined that all student groups need to show an increase in performance on the English Language Arts assessment. As a result, we have made ELA progress for our students a priority goal for the school year and are addressing it by targeting the teachers through professional learning. Since last year, the ELA department improved its performance in levels 3 and 4 in grade 6 and grade 7; 6th grade improved by 1.2 percent points and grade seven improved by 1.5 percent points. However, we had a slight drop in the 8th grade performance; 8th grade dropped by 3.8 percent points. As a result, our overall performance in levels 3 and 4 dropped by 0.2 percent point. This year, the key area of focus is to have ELA and ELL students make progress in their writing skills in using textual evidence to support arguments and/or claims in all grade levels as well as critical thinking.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
90% of Teachers will meet once a week through inquiry, learning walks, professional learning, and inter-visitations, to review analyze and set goals and discuss student work and trends in order to improve student outcomes.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Methods will include inquiry meetings	All teachers especially ELA and ELL Teachers	September 2014 to June 2015	Assistant Principal and teacher leaders especially the ESL and Literacy Coaches
Inter-visitations (Learning walks) and intra-visitations	All teachers especially	September 2014 to	Coaches and Cabinet members

	ELA and ESL Teachers	June 2015	especially the Literacy and ESL Coaches
Professional Learning	All teachers especially ELA and ESL teachers	September 2014 to June 2015	Coaches, cabinet members and assistant principals especially the ELA and ESL coaches .

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Title 1 and Tax Levy funds will continue to be used to fund a Literacy Coach, and ESL Coach to support teachers as they become proficient in the Danielson model. Title 1 funds will also be used so that teachers can meet once a week in Professional Learning along with coaches to plan lessons, implement lessons, observe one another, offer feedback and reteach the lessons highlighting areas of excellence and improving areas in need.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Tax Levy and Title One funds will continue to be used to fund coaches who will facilitate the processes.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

By January 31, 2015 Content established timeline to ensure cycle is being completed as per plan.

By March 2015, Second quantification of completion of timeline.

By May 2015, Final review of curriculum and determination of next steps and adjustments that need to be made.

School will engage in a cycle of assigning a task to be completed in ELA, ESL & Math then teachers will give feedback on the student work and the next week students will address feedback thus improving their work.

Part 6b. Complete in **February 2015.**

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

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| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

After conducting a three-year trend analysis of parent involvement and community ties, it was determined that although our numbers of parents have increased we need to continue to increase our parental involvement. As a result we have made increased parental involvement as one of our goals for this school year.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

The Number of parents involved in the school community will increase by 5% from September to June in conjunction with the Children’s Aid Society.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Monthly Learning Walks by grade attendance quantified by the Parent Coordinator monthly. Engrade 90% of teachers or more enter students’ grades online for parents to see	All Parents	September 2014 to May 2015	Parent Coordinator, technology coordinator, All teachers & Assistant {Principals
Creation of workshops for parents –periodically given Parent Teacher Conferences School Open House	All parents	September 2014 to May 2015	Parent Coordinator , all teachers and Assistant Principal
Weekly Thursday Letter-monitored and quantified week to week-the number of returns should increase/ Creation of information pamphlet for parents with all stake holders. / School website – information for parents	All parents	September 2014 to June 2015	Parent Coordinator & Coaches

Parent's Association Morning Committee	All parents	September 2014 to June 2015	Parent Coordinator
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1% of Title One

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 40. Specify a timeframe for mid-point progress monitoring activities.

By January 31, 2015 a quantification of parent participation will be completed.

By March 30, 2015 a quantification of parent participation will be completed .

By June 26, 2015, a quantification of parent participation will be completed.

Part 6b. Complete in **February 2015.**

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	<ul style="list-style-type: none"> Teacher self-selects group of students based on class work, test scores, and observational assessment <p>Students are selected based on Gates-Mcginite Assessment. Group is made up of lowest 10 performing students in both comprehension and vocabulary sections of test in that teacher's class.</p>	<ul style="list-style-type: none"> CCLS based test preparation materials from City Curriculum, Foundational skills: one-to-one conferring (Great Leaps Program) 	<ul style="list-style-type: none"> Small Group One-to-one conferencing 	During Pull-Out Periods
Mathematics	<p>Math Pull-Outs: Teachers select bottom one-third of their class based on how they perform in current unit of study.</p> <p>Saturday Tutoring Program: Teachers and coach select students in the middle one-third who strive in class.</p> <p>Ambassador after school Program: teachers identified students who need</p>	<p>Math Pull-outs: Students are provided service in areas of focus in current unit of study.</p> <p>Saturday Students get accelerated to next unit of study.</p> <p>Ambassador Program: Regents and Saturday Program students teach/tutor students afterschool who have been</p>	<p>Math Pull-outs: small groups (at most 10). Taught in specific unit align areas of focus.</p> <p>Saturday Students: 2-to-1 instruction in the next unit of study at/and above grade level.</p> <p>Ambassador After School program: 3-to-1 instruction/tutoring</p>	<p>Math Pull-Outs: Service is provided during regular school hours in pre-scheduled periods</p> <p>Saturday Tutoring Program: On Saturdays, from 10:00 am – 12:00 pm.</p> <p>Ambassador Program: After school, Wednesday and Thursday, from 2:20 pm-4:20 pm.</p>

	or request extra support	identified by their teachers as needing extra support.		
Science	Students are pulled out on an as needed basis. This is usually determined by students who didn't complete work during the class period and/or students who demonstrated a need for extra help based on quiz/test results.	Rereading the text and discussions with the teacher as well as their peers to come to a consensus on correct answers.	Generally small group by sometimes one to one	During the day
Social Studies	N/A	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Referrals from teachers, administrators, parents or from the children themselves. Students may arrive at "at-risk" guidance service via the P.P.T. as well.	6 week counseling cycle, meeting once per week. If more severe, a referral to Children's Aid Society will be made. Upon completion of the cycle, Guidance meets with the Grade Assistant Principal to determine next steps. Parents are consulted as needed.	Small group(no more than two students if warranted), one to one, tutoring etc.	During the school day.

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. 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).
Professional Learning once a week by department by onsite and external staff developers.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers share in the creation and administration of assessment tools to students. The data is shared with teachers, students and parents. The curriculum is then adjusted to meet the results of the data ex. Areas of focus are targeted and lessons are planned to improve student outcomes. Students are then retested on their areas of focus until their area of focus becomes an area of strength. Teachers who excel in particular areas facilitate staff development to their colleagues thus increasing our building-wide capacity.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	414,554.00	X	13, 15
Title I School Improvement 1003(a)	Federal	0	0	0
Title I Priority and Focus School Improvement Funds	Federal	0	0	0
Title II, Part A	Federal	0	0	0
Title III, Part A	Federal	26,396.00	X	0
Title III, Immigrant	Federal	0	0	0

Tax Levy (FSF)	Local	3,617,589.00	X	11, 13, 15
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¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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 the school. **[M.S. 319 Maria Teresa Mirabal]**, 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 the school and the families. The 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 the school community. **[M.S. 319 Maria Teresa Mirabal]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC)

[Maria Teresa Mirabal], 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.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Maria Teresa	DBN: 06M319
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 checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 100
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 8
of certified ESL/Bilingual teachers: 5
of content area teachers: 3

Describe the direct instruction supplemental program here and include the

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

Begin description here: MS 319's Direct Instructional Program focuses on short and long term ELLs who are struggling academically, based on the student's risk level from the AMAO data. Long term ELLs in grades 6-8 who have shown declining progress as per the last two years New York State Math and who are have failed to meet AMAO1 and AMAO2 this past year. Approximatley 100 students will be serviced in this program. Our classes will be bridge classes (grades 6-8) according to the student's risk level based on the AMAO report. Each class will have about 10 to 15 students total and we will have classes with 5 ESL or bilingually certified teachers servicing all the ELLs, and one Special education teacher for the foundational program and one Content Area Math teacher The program will begin the second week of January 2015, until late April 2015.

The students will be divided into two major groups: Bilingual ELLs and Monolingual ELLs. Within these two major categories students who need foundational reading support have been identified and will be supported with a foundational reading program. The rest of the students who need support with meaning based out of more complex texts will be supported with Ready New York. The students in the Transitional Bilingual Program who have been in the country three years or less and are in need of reading foundations will be supported with the program "Estrellita/Escalera" in the target language of Spanish one day per week. For the ELLs in the ESL setting in need of foundational reading support based on their performance on the Gates McGunitie and TOWRE test, the program that will be used is "Just Words" in the target language of English. The rest of the Bilingual and Monolingual ELLs whose Gates McGunitie data shows that they need more support with making meaning out of complex texts will be supported with the Common Core aligned reading program "Ready New York." The target language of this program is English.

The Math program that will be used is "Common Core Math" twice a week in both English (for the Monolingual ELLs) and Spanish (for students in the Transitional Bilingual Program). The determination of the needs of the students has been made using several assessments: the New York State ELA and Math exams (2013 and 2014), NYSESLAT data, and data from the school administered Gates McGunitie and TOWRE exams. The tool used to assess the newly arrived ELLs was the NYSITEL and Spanish LAB-R to decide their respective placement in the right reading program. Finally, students will be grouped by their "Risk level" based on the risk indicators of the AMAO report. There will be three major groups, a "low risk" which will be the students who failed to meet AMAO 1 and 2 raging on a risk level from 1-3.

Part B: Direct Instruction Supplemental Program Information

The “medium risk” will be the students who range from 4-6 and finally the “high risk” group ranging from levels 7-9.

Most of the teachers serving the ELLs in the Title III program are either bilingually certified or ESL certified, we will have one special education teacher (for the reading foundational support) and a Math content area teacher. The ELLs in the bilingual setting will be serviced by bilingually certified teachers. The ELLs in the ESL setting will be serviced by ESL certified teachers. In total of seven teachers will serve in the program for the duration, supported by an instructional leader (Bilingual Coordinator/administrator). Additionally, the special education teacher as well as the content area teacher will work in collaboration with the ESL and bilingual teachers in terms of planning and providing differentiated instruction for the ELLs they will service. The special education teacher will rotate through the program to provide foundation support to those students who have been targetted as in need of these supports according to the results of the Gates McGuintie and TOWRE assessments. Students will be paired with teachers based on the analysis of the M.S. 319 Tier II and III intervention analysis, which was conducted based on the data from last year's interventions. The highest risk students will be placed with a teacher who ranked in the highest percentile of effectiveness according to this analysis.

The program will take place two days per week, two hours and 10 minutes per day for 15 weeks. Instruction will be allocated for explicit teaching in literacy (foundational reading skills and meaning based support) and explicit teaching instruction in Mathematics each day. The first hour will be dedicated to instruction in ELA and the second hour to instruction in Mathematics, with a ten minute break for snacks. Students in need of foundational support will receive it one hour a week on a rational/push in basis.

Of the three teachers providing explicit instruction in ELA, two are ESL certified and one holds bilingual certification. Of the three teachers providing explicit instruction in Math two are bilingual certified and one is a content area Math teacher. The one special education teacher will work strictly on supporting monolingual ELLs with reading foundations.

For the Saturday program we will have six groups of students, divided by grade and English proficiency level. Each group will have ten to 15 students and the Saturday academy will offer an hour of ELA instruction and an hour of Math instruction, as well as one hour of fitness/physical education to provide students with social/emotional support. The teachers providing Math instruction hold bilingual Math licenses and the teachers providing ELA instruction hold ESL licenses. The Saturday program will run for every Saturday beginning on January 17th for 12 weeks (until April 25th). The materials used for the Saturday program will be Common Core aligned reading and math materials. Teachers will focus on vocabulary building and writing skills during the ELA section of the program (using the MyAccess program), while Math instruction will focus on the key areas of focus according to the pre-test administered in the programs first day. The fitness/physical education teacher will plan with the bilingual and ESL teachers during monthly planning sessions to provide Total Physical Response exercises that will support the vocabulary instruction occurring in the ELA section of the program. Planning will occur twice a month for one hour.

Materials for the program include: Common Core mathematics program (in English and Spanish),

Part B: Direct Instruction Supplemental Program Information

Foundational skills program (Just Words and Estrellita/Escalera), Ready New York for the meaning based reading program. Additionally, we will need classroom supplies such as chart paper, lined paper, dictionaries, and software to be used for writing instruction (MyAccess).

After School Program

of classes and # of students per class: 3 classes, 10-15 students per class

of teachers and certification: 2 ESL, 3 Bilingual, 1 Content Area Math, 1 Special Education

SP ED teacher schedule servicing classes: Using a rotational, push in model

Begin and end date: January 14th to April 30th

Exact # of sessions: 26

Schedule (days and time): Wednesday and Thursday from 2:20 to 4:30PM

Rotation schedule: Special Education teacher rotates into ELA and Math classes for one hour to work with 2-3 students at a time

Materials for this program: Common Core math, Ready New York, Just Words, Estrellita/Escalera

Saturday Program

of classes and # of students per class: 6 classes, 10-15 students each

of teachers and certification: 2 ESL, 3 Bilingual, 1 Content Math, 1 Physical Education

Begin and end date: January 17th to April 25th, 3 hours per day

Exact # of sessions: 12

Students rotate through Math, ESL/ELA and Physical Education for one hour sessions. Teachers also pull out small groups of students for foundational support in Spanish, meaning-based support in English or small group Math instruction (i.e. while 7th grade students are in Physical Education, 7th grade ESL teacher works with 2-3 6th grade students on foundational skills and 7th grade Math teacher works with 2-3 6th grade students on targeted Math instruction)

Materials: MyAccess, Estrellita/Escalera, Just Words, Finish Line Spanish

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here:

MS 319's Title III Professional Development focuses on training teachers to implement rigorous, Common Core-aligned instruction for ELLs. Each of the teachers participating in the program will receive six hours of professional development for the duration of the program. Teachers will be trained in Explicit Teaching reading strategies to be utilized with the "Ready New York" program, as well as UDL strategies (Multiple Means of Expression, Multiple Means of Engagement, and Multiple Means of Representation) and training in strategies to "chunk" complex texts for ELLs such as Literary Circles and Paired Reading (Buddy System). Additionally, the foundational reading teachers will receive training in the implementation of their respective programs (Just Words and Estellita). Finally, the Math teachers will receive training in the "Common Core Math" program, the use of explicit teaching and the use of UDL strategies. The trainings will be conducted by the supervisor of the program as well as MS 319's Peer Instructional Coaches and Demonstration Teachers. This time will also be used so that non-ESL and Bilingual certified teachers can plan together. Professional development hours will also be used to provide teachers with feedback and planning for next steps based on observations made by the program supervisor.

PD Title	PD date	Attendees	Facilitator
Explicit Teaching "Ready NY"	1/5/15	Ms. Braby, Ms. Abreu, Mrs. Diglio, Mr. Romanzi	Mr. Pilla
Common Core Math with UDL	1/6/15	Mrs. Martinez, Mrs. Reynoso, Ms. Sosa	Mr. Rivera
Foundational program (Estrellita)	12/04-12/05	Mrs. Martinez	Office 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

Part D: Parental Engagement Activities

Begin description here: Parent involvement is an extremely important aspect of the culture at M.S. 319, as a result three major workshops will be offered throughout the duration of the program.

MEETING ONE will be an introductory meeting where parents will get an overview of the program. In this meeting the parents will be introduced to the curricular resources being used, as well as meet the teacher that their child has been paired with based on the student's level of need. Parents will also be introduced to opportunities for Adult Learning through the Office of Adult and Continuing Education, as well as College and Career readiness programs and how to track their child's academic progress through Engrade.

MEETING TWO will be a midpoint, check-in progress report informing the parents how the students are progressing in terms of meeting their goals.

MEETING THREE will be a summary of the program with the parents to assess how students progressed and to finalize the program.

In addition, MS 319 will expand participation in its monthly Learning Walks through outreach to the program's parents.

PD Title	PD date	Attendees	Facilitator
Introduction title III	1/14/14	Parents of students who are being serviced	Mrs. De La Mota/Ms. Duda
Progress meeting	1/25/14	Parents of students who are being serviced	Mrs. De La Mota/Ms. Duda
Summary of program assessment	4/15/14	Parents of students who are being serviced	Mrs. De La Mota/ Ms. Duda

The meetings will be facilitated by the program supervisor and coaches. The parents will be informed via letters to be sent home as well as phone calls placed through the School Messenger program.

Part E: Budget

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

Allocation Amount: \$26396

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 	_____	_____

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$26396

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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	_____	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 06	Borough Manhattan	School Number 319
School Name Maria Teresa Mirabal		

B. Language Allocation Policy Team Composition [i](#) 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 Ysidro Abreu	Assistant Principal Penelope Duda
Coach Nathalie De La Mota	Coach
ESL Teacher Tiffany Braby	Guidance Counselor Ruth Santos
Teacher/Subject Area Denise Diglio	Parent J. Sanchez
Teacher/Subject Area	Parent Coordinator Willie Frias
Related Service Provider Leirylyn Montero	Other Luis Lora
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.	5	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	4	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	7	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)	684	Total number of ELLs	225	ELLs as share of total student population (%)	32.89%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							1	1	1					3
Dual Language <small>(50%:50%)</small>							1	1	1					3
Freestanding ESL														
Push-in							3	3	0					6
Pull-out							1	4	2					7
Total	0	0	0	0	0	0	6	9	4	0	0	0	0	19

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	66	18	6	8	0	2	10	0	1	84
Dual Language	12	4	3	0	1	1	4	7	1	16
ESL	8	3	2	50	1	11	28	0	9	86

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	86	25	11	58	2	14	42	7	11	186
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*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	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP										
Spanish													10	15	12	17	5	21	27	53
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	10	15	12	17	5	21	27	53											

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							18	22	20					60
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								1	1					2
Haitian														0
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	18	23	22	0	0	0	0	63

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							17	25	20					62
Intermediate(I)							9	12	15					36
Advanced (A)							41	44	30					115
Total	0	0	0	0	0	0	67	81	65	0	0	0	0	213

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									
8	5	0	21	1	29	6	0	0	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	19	47	65	26	6	24	20	8
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
As a school community, we decided to opt out of citywide interim assessments and design our own. Each department builds their own assessment, including the ESL/Bilingual Department. These assessments are Common Core standard-based. Each department creates a unit test, skill analysis and answer key. Within the unit test, specific content strands, skills and standards are addressed based on

students' strengths and areas of focus. The students' strengths and areas of focus are based on baseline assessments. The troublesome questions from the baseline are then spiraled into the next exam, enabling the teachers to pinpoint specific areas, rather than re-teach broad topics to the entire class. AT MS 319, we have a data specialist that has been extensively trained in regards to dissemination and collection of data. Each department has a coach that has been thoroughly trained in the following areas; Data analysis, Data Interpretation, Direct Application of data results for instruction.

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

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

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

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

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

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

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

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

In 2012-2013 20% of our students attained proficiency in the NYSESLAT. In that very same year we had 73 of our ELLs make progress in their English Language acquisition. M.S. 319's NYSESLAT data from academic year 2012-2013, shows that the largest number of ELLs were in the 6th grade. If this pattern holds true in the results of the 2012-2013 NYSESLAT, the largest number of ELLs in academic year 2013-2014 will be in the seventh grade, which is in fact true. This academic school year we have 73 ELLs in the 6th grade, 82 ELLs in the 7th grade and 69 ELLs in the 8th grade. Teachers in all grade levels receive a list of the ELLs in their classes at the beginning of the year, and plan their groupings with this data in mind. For example, all teachers who have ELLs in their classes create an ELL buddy system to provide ELLs an extra level of support in their content area classes. Because of the large number of ELLs in academic year 2012-2013 in the 6th grade, MS 319 has also concentrated its efforts at building students' vocabularies through the use of the ExC-ELL methodology in 6th grade. Currently, this program is being implemented in all grades, and across the content areas.

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

Dual Language and ESL programs. These are some of the expectations of the ELL buddy system at our school:

- Read together, with the non-ELL asking questions periodically to their ELL Buddy to check for understanding (Domain 3B) and providing language support (vocabulary, syntax, etc).
- Review each other's journal, essay or short response writing and peer edit (Domain 2B).
- Facilitate one another's participation in small group or whole class discussions by asking questions and providing language support. Teachers will train the "Buddies" in the expectations of the buddy system. This training can include:
 - Providing students with a list of questioning prompts that they can use to check for each others' understanding. These prompts would be removed gradually as students internalize their use.
 - Procedures for ensuring that all voices are heard, such as providing wait time, turning and talking, jotting down ideas before sharing.
 - Use of dictionaries, first language materials and other classroom resources to support language development.
 - Respectful ways of correcting students' language use.

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

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

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

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

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

N/A

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

All instructional decisions are made based on the formative and summative assessments; all teachers who service ELLs are and have been trained in the strategies that have been proven to be effective. All teachers (despite of whether they serve ELLs or not) are trained in the "Buddy system" in our school. All teachers have been offered training in the implementation of the ELL buddy system in our school, and "Buddy" lists have been collected. The expectation is that all ELLs across all classrooms will receive additional support from their peers (as well as their teachers) with things like accessing complex, texts, tasks and ideas in their classroom on a daily basis. Additionally, because we have such a high percentage of ELLs especially long term ELLs whenever instructional decisions are made considerations and supports are developed for ELLs as well for Students with disabilities. As an example, we created an initiative

called “Smart homework’s” which is a tool meant to access basic reading skills on a daily level. The passages and questions are at the appropriate level complexity of the respective grade (6, 7, and 8). Rather than not having our ELLs not participate in this initiative (which would give us concrete data on a weekly basis) we Tier and chunk the text and provide additional time and supports (such as dictionaries) so that it becomes something that our ELLs can grapple with, while feeling supported and we are able to get the data we need about our individual learner. This is just one example of the many that take place on a daily basis. We believe that our ELLs are to be exposed to “on grade” and cognitively challenging texts and tasks as are the rest of our non-ELL population, just with the right supports. Furthermore, all ELA classrooms are equipped with Spanish Language libraries to provide students with the ability to read independently in their Native Language. Math, Science and Social Studies classrooms contain Spanish language resource centers as well.

7. For dual language programs, answer the following:
 - 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?

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

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

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

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

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

We evaluate the success of our program based on our performance of the report card and our AYP performance. This year (again for the 6th consecutive year) we got a letter A in our report card. We got the highest rating in progress.

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

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Prior to the beginning of the school year, student data is looked at by the bilingual team. This helps us to identify incoming students in all grades, but specifically in 6th grade who have less than three years in the U.S.A. This assists us in determining placement of those students. Students who are still considered ELL's and belong to the transitional bilingual program are scheduled for ESL classes by language competency level: Advanced, Intermediate, and Beginning. This identification helps us to monitor the amount of minutes on native language instruction and English.
If the ELL student's parents have opted out of the transitional bilingual classroom, modality scores are provided to the monolingual subject teachers in order to emphasize areas in which the student might need more support (listening, writing, speaking, or reading). The bilingual coordinator meets with the teachers and assists the monolingual teachers to utilize the data to create activities which will help students acquire these competencies.

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

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

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Our parent orientation is built in to the registration process, so once the HILS and the registration process have been completed parents are given the orientation on the spot. We come prepared with opt-in and opt out letters. We offer all three programs, so we encourage the parent to choose a program that they feel will benefit their child best. Once the parent chooses, they sign that they were provided with an orientation, the sign the Opt-In letter, their child is placed in the respective setting of the parent's choice and then we enter the choice on the ELPC screen.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Entitlement letters are sent via our yellow envelope with students upon completing the LAB-R. All students receive yellow envelopes with information for parents each Thursday afternoon. The return of these envelopes is quantified by advisors and the parent coordinator to ensure that the information is reaching parents. The bilingual coordinator tests the ESL eligible students, once they complete the test; the bilingual coordinator hand scores the test/s. She proceeds to enter it in to a spreadsheet and she provides the student with the Entitlement letter with their respective score based on the hand score and the program the parent chose during orientation selected in the letter (In essence it's an entitlement and a placement letter). The student signs a paper saying they are responsible for handing the letter to a parent and the letter is sent home via the yellow envelope. A follow up call is placed to ensure that the letters were received. As stated in the previous question, the program choice happens right after the orientation, so the letters are completed in the building and collected upon the completion of the registration.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Once the entitlement letter is sent which includes the setting and the actual class the student will be placed in based on the parent's choice, we place the student in the respective program (Bilingual, Dual Language or freestanding ESL program). If the student is placed in a Dual language or Bilingual class the parent automatically receives a set of tiered questions in Spanish which they can use to help their child understand texts better (to help them with independent reading and class assignments at home). This is our way of scaffolding the transition process of the newly arrived student and having that extra support at home. Additionally, every Thursday we send home a folder with school related news (like a newsletter in a sense) where parents are told about upcoming events, ways they can support their child at home and things of that nature. This is a school wide initiative, so it happens every week. Due to the fact that 95% of our ELLs speak Spanish all communication is sent in English and Spanish. We have an Albanian, a Filipino and a Chinese student (which each constitute less than one percent of the entire ELL population). Additionally, we have 2 Arabic-speaking students (1.35%) and two students who speaks French and Bambara. As for the parents of those who speak a language other than Spanish, the parents speak and read English. In the case that we receive a student whose language is other than English and it is a language that no one in the school speaks we will reach out to translators to come in and help us with writing correspondence in those parent's respective language, as well as to provide translation for those state tests in which translation is allowed. On that same note we offer parent workshops where bilingual teachers are present, trained and ready to help parents in their native language. We make all possible effort to ensure that all of our parents are able to access all information that is shared

with the school community.

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

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

The bilingual coordinator and the department's AP conduct a training prior to testing any students with the teachers who are going to participate in the testing of any ELL. The training is conducted after the central training is provided. Teachers are walked thru the state rubric and are calibrated in scoring the different levels of responses as per the states expectations/rationale for each answer. All materials are quantified upon principal's clearance by the Bilingual coordinator. These materials are kept under key and lock in the coaches' office. Once all material has been quantified, the day before each modality being tested envelopes are created for each respective modality and group. On the day of the test, once secured testing materials are passed out to a trained pedagogue, each respective professional is to count their test materials and is to sign the test security sheet. The bilingual coordinator is charged with the packaging, passing out and collecting of all testing materials, that way security and consistency is ensured.

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
We are fortunate to offer every type of ESL program. We are as aforementioned 95% of our ELLs are Spanish speaking ELLs, so we are able to meet the needs of the parents and the community. In the case that the population changes, we would certainly consider opening other bilingual programs if requested by the parents in the community.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Organizational Models

TBE Program

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

Freestanding ESL

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

Dual Language

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

I STOPPED HERE. NEED TO WRITE ABOUT EXPLICIT INSTRUCTION Content areas

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

- Literary circles using non-fiction content area text. Teachers are trained in literary circle procedures in order to provide support to ELLs in their classes
- Turn and talks: All teachers are trained in this collaborative thinking method. MS 319 also has a rubric which is used in all classrooms to assess students' turn and talks. This method is used regularly in all classrooms

- Interactive bulletin boards: Students receive feedback to their work and make revisions according to this feedback
- Graphic organizers to support multiple entry points
- Vocabulary building and strengthening using ExCELL strategy
- Semantic maps
- Visualization
- Story telling through pictures and illustrations
- ILC- Independent Learning Centers
- My Access Writing

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

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

Explicit ESL

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

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

Additionally, all teachers at the school have been trained in explicit teaching. This is a key pedagogical shift we have made as a school where we incorporate explicit instruction practices in our teaching. The reason why we chose this paradigm is due to the fact that we have so many students with learning disabilities as well as ELLs and this approach is designed to help this particular group of students access the curriculum on a deeper more meaningful level. Some of the specific aspects of explicit instruction we focus on including in our lessons are the re-visiting and review of vocabulary at the beginning of the lesson. The making the modeling procedural, or in steps so that students can mimic the teacher’s actions in getting from point A to point B. Additionally, we are keen on making the connections between what we are teaching today and what the students have previously learned to enhance comprehension. These are just a few of the strategies all students experience across all content areas in our school.

Push-in and pull-out programs

USE OF MYACCESS, focus on the revision process

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

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

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

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

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

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

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

Title III generally happens after school and we offer an array of different support for our ELLs, some of our students need assistance with homework, so we provide that. Other students need support with specific reading or writing skills, we provide that. Other

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

Once the students are identified as SIFE students, the parents select the appropriate class for the child. In general, parents of new arrivals, including SIFE students, choose to place their children in the Transitional Bilingual Education class. The child is placed in the selected class and the child's name is provided to every teacher that teaches in that classroom.

The child that has been identified as a SIFE student is provided a Native Language proficiency examination in which a student is asked to read, write, speak and listen. This informal assessment is used as a base of data to help us transfer ELL's language knowledge into English. This informal assessment takes into account multiple situations and contexts making sure the students are able to apply to language skills at the same level in all situations.

The child is provided the regular instructional day, but is supported with Tier 1 intervention as well as Tier 2 intervention. MS 319's main goal is that the child is given the quality of time that he/she is entitled for ESL. In the ESL classrooms students are placed by language level, not grade level. That means that some of the 6th and 7th graders might be in the same ESL classroom. This information is then utilized for Tier 1 and Tier 2 intervention.

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

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

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

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

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

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

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

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

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

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

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

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

INFORMATION ASSESSMENT

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

CLASSROOM ACTIVITIES

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

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

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

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

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

* Professional development for both monolingual and bilingual teachers on instructional strategies that will develop and accelerate acquisition of language, math and core content knowledge

*Aligning both core- subject instruction to incorporate more reading & writing activities in the core subjects, thus aligning all curricula to updated core standards

*Students have access to bilingual dictionaries, books in the native language and support via buddy system

* Reading and writing is carried across into all major subject areas

*Authentic Instruction is aligned to meet the needs of these students as well as exposure to test sophistication and best practices

*Students are pulled out and receive extra support in both Math and ELA

*Students are offered the option of participating of Title III Afterschool and/or Saturday Academy

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

*Consistent monitoring of 37.5 participation through parental calls and interventions

*Afterschool Bootcamps in the areas of ELA, Math, Science and Social Studies

*Students receive ESL instruction through Social Studies by a certified ESL Teacher

*Professional development on ELL strategies is offered to all teachers

*Access to glossaries, bilingual dictionaries, back to back bilingual books, buddy system

*Alignment of pacing and curriculum maps through core-standards

*Option of participation of Title III Letters and Afterschool Program

*Pull-outs for Math and Literacy Interventions

*Small class size in ELA and Math classes

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

With parental consent students are placed in one of our monolingual classes designated by proficiency level, with ESL support. In every grade level we place the Intermediate students with non-ELLs. Also, the Advanced students are placed separately in another class, along with non-ELLs and Proficient students ("former ELLs). Mandated ESL services are provided in accordance with Chancellor's Regulation Part 154. In addition, Social Studies instruction is provided by a certified ESL teacher in conjunction with the literacy coach and social studies team plans instruction utilizing ESL methodology.

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

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

PULL OUT/PUSH IN ESL

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

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

We have been using the program Myaccess with the focus on writing development and students going through the revision process. Students are assessed monthly with the expectation that they work on targeting and fixing their areas of focus with the help of their ESL

certified teacher.

ASSESSMENT

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

Courses Taught in Languages Other than English

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

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

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

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

Science:				

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

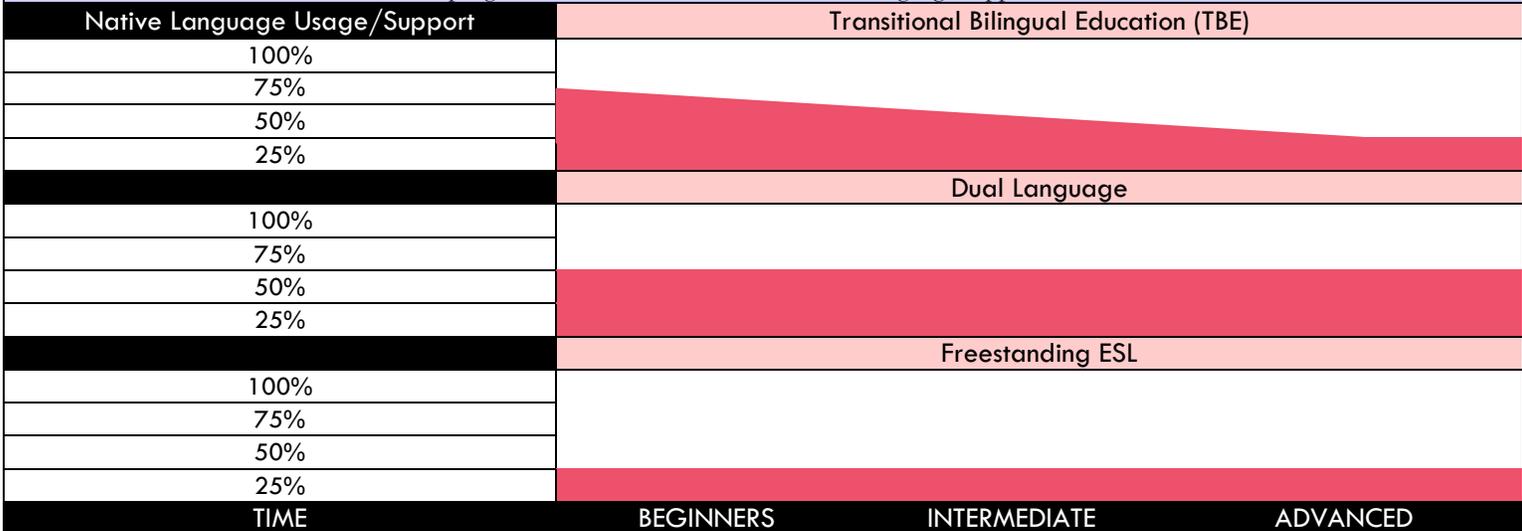
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

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

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

When looking at 2012 and 2013 data our ELLs made more progress overall in Math and ELA when compared to our English proficient students. When we analyze the overall growth between 2012 and 2013, 2012 was a better year generally for both our ELLs and our Non-ELL students, however when looking at the growth or lack thereof our ELLs had less of a slip in ELA and Math than the general population which lets us know that there must be something we are doing right in terms of content and language development.

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

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

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

none

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

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

Title III generally happens after school and we offer an array of different support for our ELLs, some of our students need assistance with homework, so we provide that. Other students need support with specific reading or writing skills, we provide that.

Other ELLs need support with test sophistication, and the anxiety that comes with taking a test in a language other than your native one, so a program is built in to support that group of ELLs with that as well. We also provide help for those students across all content areas, math, science, ela and social studies.

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

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

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

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

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

Myon is an amazing program which let’s us scaffolding the reading process for individual learners based on their reading level (which often times correlates to their language proficiency). We use that program in conjunction with Pull out and push in services (as well as sets, for our ells with learning disabilities).

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

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

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

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

18. What language electives are offered to ELLs?

none at the time

19. For schools with dual language programs:

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

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

C. Professional Development and Support for School Staff

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

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

The second ELL Professional Development focused on strengthening ELL’s language acquisition in the classroom. Teachers were given charts highlighting their ELLs’ Areas of Strength and Areas of Concern according to the 2012 NYSESLAT data. ESL teachers shared their expertise on the strategies for improving students’ vocabulary comprehension through the use of student glossaries, the EXC-ELL program and the visuals to enhance ELLs comprehension of new vocabulary. In another professional development ESL teachers discussed identifying and tracking the language development needs of ELLs in monolingual classrooms. At MS 319, we also use literary circles in the ESL as well as content area classrooms to deepen the ELLs understanding of non-fiction text. The ESL teacher also shared her experience on the use of conferencing to inform, practice and assess ELLs’ listening skills. In addition, teachers received professional development during school and afterschool via the following initiatives:

- EXC-ELL- Vocabulary Tuesday Election Day (Series of 4 2 hour workshop on ESL Strategies for teachers that have ELL'S in both monolinguals and bilingual students)
- ILC & Skill Tutor
- Renaissance Math & Reading
- Balanced Literacy (In English & Spanish)
- MY ACCESS Writing
- Title III Afterschool Organization
- Data Training
- ELL Buddy System

D. Parental Involvement

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

COLLABORATION/PARENTAL INVOLVEMENT

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

- Accessing grades online for all parents (engrade training)

ELL buddy system PD (October and January)

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

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

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

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

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

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

- Cultural celebrations
- Fundraisers
- Parent volunteers

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

Part VI: LAP Assurances

School Name: M.S. 319

School DBN: 06M319

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 06M319 **School Name:** Middle School 319

Cluster: 5 **Network:** CFN 532

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

Part A: Needs Assessment Findings

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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