

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

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

**06M326**

**School Name:**

**WRITERS AND LEADERS OF TOMORROW**

**Principal:**

**SHARON WEISSBROT, MA CCC/SLP**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: MIDDLE SCHOOL School Number (DBN): 06M326  
School Type: PUBLIC Grades Served: 6-8  
School Address: 401 West 164<sup>th</sup> Street New York, NY 10032  
Phone Number: 917-521-1875 Fax: 917-521-1705  
School Contact Person: Sharon Weissbrot Email Address: sweissbrot@schools.nyc.gov  
Principal: Sharon Weissbrot  
UFT Chapter Leader: Tanika Thomas  
Parents' Association President: Olga Taveras  
SLT Chairperson: Yomaly Peralta  
Student Representative(s): \_\_\_\_\_

**District Information**

District: Six Superintendent: Manuel Ramirez  
Superintendent's Office Address: 4360 Broadway New York, N.Y. 10033  
Superintendent's Email Address: MRamirez4@schools.nyc.gov  
Phone Number: 917-521-3757 Fax: 917-521-3797

**Cluster and Network Information**

Cluster Number: Five Cluster Leader: Sandra Maldonado  
Network Number: 532 Network Leader: Ben Soccadato

## 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)
Sharon Weissbrot	*Principal or Designee	
Tanika Thomas	*UFT Chapter Leader or Designee	
Olga Taveras	*PA/PTA President or Designated Co-President	
Diana Cabanillas	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	
Yomaly Peralta	Member/ Teacher	
Stefanie Darabos	Member/Teacher	
Francis Rosario	Member/ Parent	
Marisol Patria Fernandez	Member/ Parent	
Ondina Alvarado	Member/ Parent	
Yesenia Suazo	Member/ Parent	
	Member/	

\*\*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.

<b>The Six Elements of the Capacity Framework</b>	
•	<b>Rigorous Instruction:</b> 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.
•	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	<b>Collaborative Teachers:</b> 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.
•	<b>Effective School Leadership:</b> 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.
•	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
•	<b>Trust:</b> 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 administrators value each other.

## 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:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. 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:

- **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.
- **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.
- **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.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **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.

MS 326 is located in District Six in the Washington Heights section of upper Manhattan and services about 210 students in grades six, seven and eight. MS 326 has been in existence since 2004 when the old school, IS 164, was phased out due to poor academic performance over a decade. Enrollment has been declining for the past three years due to the creation of charter schools, the number of middle schools in the area, and the high rental rates in the neighborhood which has decreased the number of school aged students in the surrounding areas.

Our mission is to engage all students in rigorous instruction which will enable them to be on track for college, careers and other meaningful post secondary opportunities. Our vision is that through high quality teaching based on the Danielson rubric and through the implementation of Common Core aligned curricula with a focus on writing and close reading of text, we expect our students to be challenged to work hard and to be college ready in the 21<sup>st</sup> Century. In order to improve methods of teaching practice, professional development for the staff is provided by their colleagues, the network, Urban Advantage, Urban Arts, Hall of Science and NYC DOE Office of Citywide Professional Development.

An analysis of the student registers in November 2014 revealed that forty six percent of the total school population is comprised of English Language Learners. In 2014, the ELL population was at fifty percent of the total population. Slightly more than one third of the English Language Learners has interrupted formal education and does not have reading and writing competencies in their native language which impacts on their learning outcomes in school. Data analysis of the bilingual years of serviced revealed that nineteen percent of our English Language Learners is made up of long term ELL's...many of them are students with IEP's. It is also important to note that sixty-seven percent of our English Language Learners have been in an English speaking school for three years or less.

Our special education population is presently around eighteen percent. In 2013-2014, the special education population was at twenty-two percent. The functional levels of the special education students range from around first grade to about fourth grade with the majority of students functioning around third grade. On the Middle School Quality Snapshot, MS 326 received an excellent rating in the movement of students with special needs to less restrictive environments.

MS 326 had a Quality Review in 2014 and received an overall rating of proficient. Areas of strength as identified in the document were rigorous engaging and coherent curricula aligned to the Common Core Learning Standards; curricula-aligned assessment practices that inform instruction; teacher teams engaged in collaborative practice using the inquiry approach to improve classroom practice; and aligned use of resources to support instructional goals that meet Students' needs. The document revealed that our school needs to improve instructional practices to include multiple entry points in order to provide appropriate challenging activities aligned to student achievement levels. The QR document also stated that support and evaluation through feedback using the Danielson framework and analysis of learning outcomes.

Our school has a number of partnerships with various community organizations. Columbia Presbyterian Hospital has established a school based clinic which provides medical, dental, and emotional support for our students. MS 326 also has Urban Arts Programs and USA Rugby integrated into a seamless day. In the second half of the year, Alvin Ailey will join our after school staff in providing opportunities for students to learn African and Caribbean dances.

Due to our previous CBO's failure to maintain student data and provide quality programs after school, MS 326 decided to change CBO's for the 2014-2015 school year. Children's Aid Society was selected to provide after school programming as well as the parental engagement in conjunction with the 21<sup>st</sup> Century grant. Students are now able to

attend quality after school programs such as chorus, hip hop theatre, blog club, basketball as well as homework help.

In analyzing performance of the 2014 State tests, there was a 4% increase in the number of level 3 students on the English Language Arts test and a 1.6 increase in the number of level 3 students on the math test. The Middle School Quality Snapshot reported that all our students including the lowest performing group made excellent progress on the ELA exam. It was also reported that all students including the lowest performing group made good progress in math. The Middle School Quality Snapshot also looked at the school's effectiveness in closing the achievement gap for special needs populations. In terms of the performance on the English Language Arts test, the data revealed that MS 326 received a good rating in moving English Language Learners, students with special needs and lowest performing students. On the math test, the data demonstrated that there was good improvement for English Language Learners and special needs students. However, there was only fair progress in math for the lowest performing students.

The Middle School Quality Snapshot reported that only 24% of the students say that most students at the school treat each other with respect. Consequently, we have implemented a PBIS in our school to promote positive behaviors and to improve our school's culture. Students indicated in their surveys that only 53% felt safe in bathrooms and in the cafeteria.

In terms of college and career readiness, the latest Middle School Quality Snapshot reported that despite the large number of special education students and English Language Learners, 82% of our school's former 8<sup>th</sup> graders earn enough high school credit in 9<sup>th</sup> grade to be on track for high school graduation.

## 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

- 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).
- 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.

Based on 2014 ELA test results, 92% of the students in grades 6-8 performed below grade level. Since 46% of our students are English Language Learners , this goal will focus on providing rigorous instruction that engages all students in learning.

### 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, 20% of the English Language Learners will demonstrate progress (difference of three points between pre and post writing tasks) on the Code X writing assessments tests using a research based rubric developed by Scholastic.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
Implementation of Code X program in all ELA classrooms across all grade levels.	Teachers and students	September to June 2015	ELA teachers Assistant Principal Principal
Ongoing teacher collaboration in improving the delivery of ELA instruction.	Teachers	September to June 2015	ELA teachers Assistant Principal Principal
Ongoing Professional Development in addressing the needs of ELL students.	Teachers Assistant Principal	October to May 2015	Teachers, Assistant Principal, Principal
Through teacher collaboration and clear expectations from the administration, a culture of trust will be established between the staff and the administration.	Teachers	September to June 2015	Teachers, Assistant Principal, Principal

### Part 4 – Resources Needed

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

In order to achieve this goal, teachers need the ELA curriculum materials, time in their schedules to meet for collaboration and professional development. Students need opportunities for support to address needs during and after school. Teacher and student programs need to be created to allow students maximum access to the Code X curriculum.

**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	x	Title III	x	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
None									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
Administration of the second writing assignment in February will be used as a benchmark in monitoring overall cycle of continuous improvement.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
• 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 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

- 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).
- 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.

A survey of math teachers revealed that 40% per cent of the special needs students do not complete their homework assignments on a regular basis. Homework is an extension of an instructional program and provides information to teachers on their students’ understanding of the day’s lesson.

### 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, there will a 20% increase in the number of special needs students completing homework assignments in math classrooms through the implementation of our PBIS program.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
Implementation of CMP-3 math program in all math classes across all grades with professional development in addressing the needs of students provided by network and school staff.	Teachers	September 2014-June 2015	Teachers, Principal, Assistant Principal, Network
After school Homework Help will be provided to students three days a week and instructional support two days a week.	Students	October-June 2015	CBO partnership, Principal, Assistant Principal
PBIS program will reward students who complete homework with stamps on their STAND cards.	Students	November –June 2015	Teachers, Principal, Assistant Principal
A culture of trust will be established through the collaboration of teachers, the administration, Children’s Aid Society Director as well as parents in working together to improve student outcomes.	Students	October-June 2015	Teachers, parents, Assistant Principal, Principal

### Part 4 – Resources Needed

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

In order to achieve this goal, teachers will need math curriculum materials, time in their schedules to meet for collaboration and professional development in implementing the program. Students need opportunities for support to

address homework needs during and after school. Teacher and student programs need to be created to allow students maximum access to the math curriculum. Time is also needed to produce STAND cards and to have award ceremonies for students and their parents. Clear expectations on homework completion need to be established for students and their parents.

**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	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>	x	<b>Title III</b>	x	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									
None									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
Teacher surveys three times a year (December, February, and June) as well as STAND card data will be used as benchmarks in monitoring overall cycle of continuous improvement in homework completion.				
<b>Part 6b.</b> Complete in <b>February 2015</b> .				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
• 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

- 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).
- 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.

Teachers participated in several UFT meetings back in September 2014 and identified topics for professional development workshops for the 2014-2015 school year. The UFT representative shared the information with Principal Weissbrot who then created a calendar of PD offerings for the 2014-2015 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 – 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 2014, thirty percent of the teachers on staff will provide workshops to their colleagues on Monday afternoons based on identified needs as measured by the professional development agendas.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
Teachers will identify areas that they would like to attend workshops on Monday afternoons through collaboration of the UFT and the Principal.	Teachers	September-October 2014	Teachers, UFT representative, Principal
Teachers will volunteer to present workshops and improve student outcomes as well as teacher practice.	Teachers	October – June 2015	Teachers, Principal
Through collaboration between the UFT and the Principal, a culture of trust will be established between teachers and the administration in the presentation of workshops.	Teachers, UFT Representative Principal,	September-June 2015	Teachers, Principal
Implementation of the UFT contract to provide meeting time for workshops .	Teachers	September-June 2015	Principal

### Part 4 – Resources Needed

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

Teachers will need time to collaborate in order to identify workshop topics. The UFT representative will need time to meet with the Principal. The Principal will need to create a schedule of workshops and to identify workshop presenters.

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

None

**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:

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

Agendas from teacher led workshops will be used for progress monitoring in February to ascertain progress in meeting the goal.

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

• Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
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- 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

- 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).
- 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.

A review of the MOTP evaluations in Advance from the 2013-2014 school year revealed that there were several teachers who were identified as “developing”. This goal will focus on increasing the number of teachers who will be rated as effective in 2014-2015.

### 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 – Specific, Measurable, Achievable, Relevant, and Time-bound.

Fifty percent of the teachers who were rated as “developing” in June 2014 will be rated effective on the MOTP scale in June 2015.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
Feedback will be provided to teachers on methods of teaching practice in 1:1 conferences with the Principal/Assistant Principal.	Developing Teachers	September to June 2015	Principal, Assistant Principal
Professional Development will be provided to the staff on a weekly basis.	Developing Teachers	September to June 2015	Teachers, Principal, Assistant Principal
Ongoing formal and informal observations will be conducted on those teachers who were identified as developing.	Developing Teachers	September to June 2015	Principal, Assistant Principal
Through ongoing collaboration between the teacher and the administration, trust will be established and the success of the teacher in being rated effective for MOTP will be Principal’s success.	Developing Teachers	September to June 2015	Principal, Assistant Principal

### Part 4 – Resources Needed

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

adjustments, etc.

Teachers will need time in their schedules to meet with the Principal/Assistant Principal to discuss methods of teaching practice and get feedback on observations. The Principal or Assistant Principal will need time in their schedules to meet with the teachers. Workshops will be provided to support teacher development. Substitute teachers will need to be provided when professional development workshops will be provided by outside agencies. Principal will need time to develop Teacher Improvement Plans to help support these 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	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

None

### **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:

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

A review in February 2015 of observations in Advance will be used to measure school progress in meeting the goal.

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

• Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>x</b>	Yes		No
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- 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 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

- 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).
- 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.

An evaluation of the effectiveness of our community based partners revealed that one of our partners was not providing quality programs to meet the diverse needs of our student population after school as well as failing to report data to the DOE. As a result, MS 326 changed the community based partnership in September 2014 in order to engage students in quality after school programs. This goal will evaluate the effectiveness of the new community based programs in meeting the needs of the students.

### 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.

Based on pre and post surveys, fifty percent of the registered students in the program will report that the program has been effective in supporting their needs after school by June 2015.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
Wide variety of after school programs offered to students that are age appropriate and challenging to the learner will be established.	Students	November-June 2015	Principal, Assistant Principal, CBO staff, Parent Coordinator, Guidance Counselor
Parental workshops on a monthly basis to increase parent involvement and at the same time, advertise the availability of after school programs.	Parents	September to June 2015	Principal, CBO staff, Parent Coordinator
Hiring of an after school Director responsible for the success of the program and the hiring of teachers for the varied after school programs.	People in the community	September-October 2014	CBO staff

Designation of a space in the building for a parent center/after school programs managed by the Director of the after school program in order to build trust. Monthly parent workshops will take place in the parent center.	Parents, students, CBO staff	September to June 2015	Principal
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**Part 4 – Resources Needed**

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

There is a need to identify quality programs that will interest the students, the need to hire a Director of the program, the hiring of staff who will support the needs of the students, time for the parent coordinator to record student attendance for the after school program, the designation of a room and the installation of a telephone in the room for outside access to contact parents. Materials for the program will have to be purchased.

**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.

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

NONE

**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:

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

Surveys will be administered to students and parents in February and in June to gauge the effectiveness of the program in supporting student needs.

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

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

## 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Progress Reports; Report Cards; Standardized test scores; Unit assessments	Repeated readings; Graphic Organizers; Achieve 3000	Small group	Before and after school, Saturday Academy, during the day
<b>Mathematics</b>	Progress Reports; Report Cards; Standardized test scores; Unit Assessments	Repeated problem solving; practice in numeration; Graphic Organizers; ALEKS	Small Group	Before and after school, Saturday Academy, during the day
<b>Science</b>	Progress Reports; Report Cards; Classroom observations	Repeated readings of non-fictional materials; science lab exercises; Graphic Organizers	Small Group	Before and after school, Saturday Academy, during the day
<b>Social Studies</b>	Progress Reports; Report Cards; Classroom observations	Repeated readings of non-fictional materials aligned with grade level content	Small Group	Before and after school, Saturday Academy, during the day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Suspension data; Teacher referrals; Attendance data; self-referrals	Open ended questions which spark a conversation between counselor and child.	Individual and or small group depending on situation.	During the school day

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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### 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.

All of the teachers are highly qualified and continue to receive professional development from their peers, the Children First Network team members as well as attending conferences outside the building. Teachers are assigned to teach classes in accordance with their State Certification. Professional development is embedded in their programs. When there is a vacancy, the principal will ascertain if there are hiring restrictions for the position. If there are hiring restrictions, the principal will declare a vacancy in galaxy which will automatically be posted on the open market website. Interviews will be conducted throughout the year for those candidates who passed the initial screening of previous ratings and previous assignments. The success of the school will spread the word that MS 326 is a school filled with staff that provides a quality education for students. If the hiring restrictions are lifted for certain subject areas, the administration will contact teacher recruitment to recruit highly qualified teachers. The Principal also collaborates with Teaching Fellows to provide a summer site for their teachers to begin teaching in the classrooms. Successful schools attract highly qualified teachers. The principal will interview possible candidates and to plan for their internship with MS 326 students during summer school where pedagogical skills can be improved prior to the start of the academic year.

#### 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).

The school program includes time for professional development as well as looking at student work as part of our initiative to have at least 90% of the teachers involved in inquiry. Time during the school day is used for planning units of study based on needs of the students and for professional development through study groups reviewing best practices in the professional literature, and reviewing student work. Assistant Principal provides direct supervision of the subject areas (math, literacy, social studies, and science). The Children First Network functions as a learning support organization and provides professional development program for its member schools. The parent coordinator has planned an ongoing program for parents and parent involvement through the support of the Children Aid Society and Urban Advantage. Through the implementation of the new UFT contract, there is teacher collaboration professional development on effective teaching practices for eighty minutes on Monday. There is additional 45 minutes for inquiry on Tuesdays. The use of the Talent Coach has improved the administration's ability to use the Danielson Framework effectively to improve student outcomes. Based on the lack of student progress in closing the achievement gap and the need to raise the rigor in order to be better aligned with the Common Core State Standards, the school has implemented CMP-3 and Code X. The network also provides professional development to the guidance staff as well as special education teachers.

### 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.

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

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

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

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

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

### **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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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	19,7814	x	Pages 10, 12 and 14
Title I School Improvement 1003(a)	Federal	0		
Title I Priority and Focus School Improvement Funds	Federal	0		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	16,768	x	Pages 10, 12 and 18.
Tax Levy (FSF)	Local	1,516,331	x	Pages 10, 12, 14, and 16.

**<sup>1</sup>Explanation/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:

- 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.
- 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.

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

- **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).
- **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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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.
- **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.
- **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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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.

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### 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. MS 326, 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. MS 326 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 (Ms. Sylvia Gonzalez) to serve as a liaison between the school and families. The Parent Coordinator or designated Community Based 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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)

MS 326, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
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<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: Literary Arts Academy	DBN: 06M326
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 6  
# of certified ESL/Bilingual teachers: 6  
# 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: Our Title III programs were created in order to help ELL students close the achievement gap and acquire English at a more rapid pace in order to obtain proficiency and pass the ELA. These programs are the result of an analysis of NY State ELA, NYSESLAT and Math testing data. An analysis of the NY State Math and ELA exam results revealed a high percentage of ELL students performing at either a "level 1 or a level 2". NYSESLAT scores indicated that we met AMAO I target but did not meet the AMAO II target. This indicates a continued need to provide supplemental programs to support our ELL's. Therefore, MS 326 provides supplemental programs in ESL and Math for our ELL students of all proficiency levels (including newcomers, Long Term ELLs, SIFE and ELL SWDs) in grades 6-8.

The Morning Math programs started on October 14, 2014 and will end on May 29, 2015 (80 sessions). The program is held 4 days per week (Monday through Thursday) and takes place for one hour prior to the start of school. Instruction is delivered by a bilingual certified math teacher. The group has 15-20 students and are a mix of in 6th, 7th and 8th graders.

Our Saturday Academy began on October 18, 2014 and will end on May 30th (22 sessions). The program is open to 6th, 7th and 8th grade ELLs. This program runs from 9am to 12pm and offers both math and ESL instruction in order to improve English and Native Language reading and writing skills and to focus on Common Core grade-level math skills in a small group setting. There are two groups of approximately 12-15 students each with a mix of 6th, 7th and 8th graders. One group is comprised of students who are designated SIFE and the other is made up of students in our TBE program. Students spend 1 hour and fifteen minutes in math and one hour and fifteen minutes in ESL/NLA the remaining half hour is snack and gym time. Math is taught by a bilingual certified math teacher and ESL/NLA is taught by a Bilingual certified NLA-Spanish teacher.

MS 326 will also offer Holiday ELL programs during the February and spring breaks for all 6th, 7th and 8th graders to focus on math and ESL instruction in order to prepare for upcoming state Math, ELA and NYSESLAT exams. Sessions run from 9am until Noon, Monday through Thursday. Attendance for the holiday programs is usually between 25 and 35 students. February and spring break programs are 4 sessions each. The Holiday program is typically taught by a bilingual Math teacher an ESL teacher and a bilingual certified Special Education teacher. Students spend half the session working on grade level

### Part B: Direct Instruction Supplemental Program Information

common core math and math test taking skills and the other half on ESL/ELA skills covering reading , writing, speaking and listening as well as test taking strategies . Typically we have 2 groups with 6th/7th graders in one group and 8th graders in another.

Our after school program began the week of October 18, 2014 (40 sessions) and will continue through May 28, 2015 is for 6th, 7th and 8th graders and is held 2 days per week ( Wednesdays and Thursdays) for 2 hours from 2:30-3:30. Our after school program services 50 students, organized into 4 groups. The after school program focuses on Math, ELA/ESL and NLA skills. Students are grouped according to need/ level using assessment data such as state math and ELA, scores NYSESLAT scores and other quantitative and qualitative classroom data. The after school program is taught by an ESL teacher, Bilingual Math teacher, a Bilingual Special Education teacher and a Bilingual Social Studies teacher. Students are given 1/2 hour of homework help and snack time before beginning another hour and a half of small group instruction.

Our supplemental ESL programs use a variety of materials including the RIGOR program "Visions", "Great Leaps", "Milestones", "Quick Reads " along with differentiated portions of "CODE X" and our supplemental ELL math programs use various common core aligned state materials as well as "CMP3".

### 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:

Tentative School PD Scedhulle- Mondays 2:30-3:35-Attendees: all MS 326 faculty

9/8-RACECE-Stephanie Darabos

9/15-RACECE-Stephanie Darabos

9/22-Looking at the MOSL -Sharon Weisbrott

9/29-Looking at the MOSL-Sharon Weisbrott

10/6-SESI Basics- Sharon Weisbrott

10/20-SESI Basics- Sharon Weisbrott

10/27-Criteria for inquiry-Sharon Weisbrott

11/3-Criteria for inquiry-Sharon Weisbrott

## Part C: Professional Development

11/10-Coteaching Skills- Urban Arts Avantage

11/17-Coteaching Skills-Urban Arts Avantage

11/24-Vocabulary strategies-Yvette Dobraganes

12/1-Vocabulary Strategies-Yvette Dobraganes

12/8-ELL Speaking Skills through Art-Urban Arts Avantage

12/15-ELL Reading Skills through Art-Urban Arts Avantage

12/22-ELL Writing Skills through Art-Urban Arts Avantage

1/5-ELL Listening Skills through Art-Urban Arts Avantage

1/12-SmartBoard I-Techquip

1/26-SmartBpoard II- Techquip

2/2-SmartBoard III- Techquip

2/9-ELL Strategies Across the Content Areas-Juli Kreichman/Carlos Flores

2/23- ELL Strategies Across the Content Areas- Juli Kreichman/Carlos Flores

3/2- Aligning ESL tasks to the Common Core-Angel Ortega

3/9- Aligning ESL tasks to the Common Core-Angel Ortega

3/16-Creating and Using Assessments-Sharon Weissbrott

3/23- Creating and Using Assessments-Sharon Weisbrott

3/30-Data Driven Instruction-Angel Ortega

4/13-Data Driven Instruction-Angel Ortega

4/20- Scaffolding Tasks for ELLs-Juli Kreichman

4/27- Scaffolding Texts for ELLs-Juli Kreichman

5/4- SIOP-Luis Quan

5/11-SIOP- Luis Quan

5/18-SIOP-Luis Quan

6/1- Close Reading Strategies for ELLs-Carlos Flores

6/8-Close Reading Strategies for ELLs-Carlos Flores

### Part C: Professional Development

6/16- Writing Language Objectives for ELLs- Sharon Weissbrott

6/22- Writing Language Objectives for ELLs- Sharon Weissbrott

Since our school has always had a high percentage of ELLs (45% and over) and because we believe that all of our teachers across content areas must receive the appropriate training in order to provide effective instruction, the entire MS 326 receives professional development on a variety of pedagogical and social-emotional issues that pertain to ELLs.

Our ESL teachers receive ongoing professional development regarding ELL compliance and pedagogy through various OELL, ELI, and network offerings throughout the year which are turn-keyed to the entire staff during DOE designated PD time on Monday afternoons. In addition, the entire MS 326 faculty have created a list of PD topics to be presented by their ESL/Bilingual/NLA colleagues and the school Social Worker during weekly PD sessions and (full) PD days such as Election Day. These topics include ELL Writing Strategies Across the Content Areas, Scaffolding for ELLs, SIFE Reading Intervention, ELL vocabulary activities etc..

### Part D: Parental Engagement Activities

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

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

Begin description here:

Tentative Parent Workshops-Location MS-326-Presenter: Parent Coordinator Sylvia Gonzales

Effective Communication in Family	Thursday, September 18, 2014
How to Prepare your Child for Middle School (6th Grade)	Wednesday, October 15, 2014
How to Improve Communication with Our Children	Wednesday, November 19, 2014
(PASOS) Your Child's Road to College	Wednesday, December 17, 2014
Pathway to High School	Wednesday, January 21, 2015
How to Prevent Diabetes and Obesity	Wednesday, February 25, 2015
Communications and Skills Development	Wednesday, March 18, 2015
Child Abuse and Neglect Prevention/ Bullying	Wednesday, April 22, 2015

## Part D: Parental Engagement Activities

Family Fair Saturday, May 2, 2015

Supporting Your Child's Success in High School and College June 10, 2015

In order to build a strong school community that includes parents and families and fosters strong communication between teachers, administration and parents, MS 326 organizes many workshops and events for parents and families in both English and Spanish throughout the year. In addition, our faculty is committed to fostering strong lines of communication between parents and the school throughout the year.

MS 326 partners with several CBOs including Children's Aid Society, Columbia Presbyterian Hospital. The school-based clinic facilitates health and dental services to all MS 326 children. The Children's Aid Society also provides support through various programs and referrals. We also provide parent workshops in both Spanish and English on wide variety of current topics including: understanding the common core, family communication, choosing a high school, coping with high stakes testing, bullying etc.. These are usually two hour workshops held during the day and in the evenings.

In addition, our parent coordinator in association with the MS 326 Parent Association will also organize classes such as zumba, dance, floral arrangement, jewelry making and other lifestyle and leisure topics. The parent coordinator will also work with the Parent Association to organize holiday themed events throughout the year which may include Valentines Day, Mother's Day or Christmas.

Our ELL parents have become a strong presence in our growing Parent Association and are very dedicated to completing and submitting the DOE Parent Surveys. ELL parents are also very active in helping teachers and students organize our parent teacher conferences and help with special events, shows, field trips and parties throughout the year.

MS 326 held a Parent Open House/Curriculum Night this September and will hold three more parent meetings this year (November, March and May). The school uses its city-mandated Parent Outreach time every Tuesday to notify parents of student progress, or issues. This time is also used to meet and conference with parents in person. Workshops will be presented by the Parent Coordinator, members of our Parent Association or MS 326 staff and faculty. Some workshops may be presented by members of outside CBO's who are experts in their field.

Parents are notified of activities through letters that are sent home, phone calls, posters and the School Messenger which is an automatic phone messaging program based on ATS information. The parent coordinator is responsible for reaching out to ELL parents in Spanish on a regular basis in regard to special programming and workshops, as well as city-wide parent and family events.

## Part E: Budget

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

Allocation Amount: \$16768

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$16,768 (approx 391 per-session hours)	All funds will be used to provide direct instruction.
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	<b>\$16,768</b>	_____

**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 <b>06</b>	Borough <b>Manhattan</b>	School Number <b>326</b>
School Name <b>Literary Arts Academy</b>		

### B. Language Allocation Policy Team Composition [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 <b>Sharon Weissbrot</b>	Assistant Principal <b>Angel Ortega</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Juli Kreichman</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Jose Brito-Bilingual Math</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Agnes Samalot-Science</b>	Parent Coordinator <b>Sylvia Gonzales</b>
Related Service Provider <b>type here</b>	Other <b>ESL Teacher-Carlos Flores</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>6</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>284</b>	Total number of ELLs	<b>122</b>	ELLs as share of total student population (%)	<b>42.96%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>							1	1	1					3
<b>Dual Language</b> <small>(50%:50%)</small>	0													0
<b>Freestanding ESL</b>														
Push-in							18	10	17					45
Pull-out							2	2	3					7
<b>Total</b>	0	0	0	0	0	0	21	13	21	0	0	0	0	55

## B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	40	23	1	3	0	0	0	0	0	43
Dual Language										0
ESL	29	5	3	37	0	16	11	0	5	77

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		
<b>Total</b>	<b>69</b>	<b>28</b>	<b>4</b>	<b>40</b>	<b>0</b>	<b>16</b>	<b>11</b>	<b>0</b>	<b>5</b>	<b>120</b>
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							27	27	58					112
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>27</b>	<b>27</b>	<b>58</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>112</b>

\*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							17	11	33					61
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1	1						2
Haitian								1	1					2
French								3						3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>18</b>	<b>16</b>	<b>34</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>68</b>

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							6	9	19					34
Intermediate(I)							18	6	11					35
Advanced (A)							33	19	13					65
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>57</b>	<b>34</b>	<b>43</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>134</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</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	26	1			
7	20	3			
8	42	0			
NYSAA Bilingual (SWD)					

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									
8									

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)								
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.  
Literacy is assessed using Fountas and Pinnell levels via Running Records and for some students using Lexile levels via the Achieve 3000 Level Set Assessment. This information along with NYSESLAT and LAB results are the foundation on which we differentiate ESL and ELA instruction for ELLs. It is clear from this data that our ELLs perform lower than many of our non-ELLs. We use reading level data to form

appropriate classroom and intervention groupings and utilize materials that are leveled for differentiation. The use of intervention programs like Great Leaps, Rewards, Wilson and RIGOR as well as Achieve 3000 and Quick Reads are used as a direct response to this data.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The majority of our Newcomer students come with no English skills and are unable to answer any questions on the LAB-R. Data patterns revealed by the NYSESLAT show that newcomer ELLs develop reading and speaking skills first and our monolingual and long-term ELLs mostly show deficiencies in writing and listening. Spanish LAB results show the majority of our students score between 30% and 50% correct. NYSESLAT data shows that Beginners make up about 50% of the 7<sup>th</sup> and 8<sup>th</sup> grade ELLs, while only 17% of our 6<sup>th</sup> graders fall in the Beginner category. The highest percentage of our Advanced students are in the 6<sup>th</sup> grade (55%) with only 31% of our 7<sup>th</sup> graders and 20% of our 8<sup>th</sup> graders scoring as Advanced. Our 6<sup>th</sup> and 8<sup>th</sup> grade classes both have 29% scoring Intermediate and 17% of 7<sup>th</sup> graders fall within that category.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Both the AMAO and NYSESLAT data reveal that writing is typically the modality that students struggle with as they move toward proficiency, followed by listening. Our faculty meets on a regular basis to review qualitative and quantitative data on a regular basis and create tasks specifically differentiated to strengthen student deficiencies. Faculty receive professional development focused on identifying student weaknesses and utilizing ELL strategies that align with Common Core curriculum tasks that help scaffold English language learning and content area knowledge.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

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

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

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
1) A licensed pedagogue, (usually the ELL Coordinator, or licensed ESL teacher) conducts the HLS oral "informal" interview in the parents native language and then completes the formal interview and HLS Form . The HLS is offered in the preferred language of the parent or guardian. If a parent cannot speak English or Spanish a translator is provided by the DOE Translation Unit. If the interview and HLS criteria indicate that English is not the child's home language, the child is scheduled to take the LAB-R within ten days of his/her registration. The LAB-R and or Spanish LAB are given by the ELL Coordinator, or a licensed ESL or ELA teacher. If a child's home language is Spanish he/she is also given the Spanish LAB within the first 10 days in order to ascertain functional abilities in that language. LAB tests are hand-scored to provide immediate data and answer grids also submitted to the Regional Assessment Coordinator at specified times of the year as per the DAA memorandum regarding the LAB-R testing. The ELPC screen is completed based on parent choice in ATS. Based on HLS survey and subsequent results, a parent receives either an Entitlement or Non-Entitlement letter in their preferred language. All parents with students entering school after our (September) New Student Orientation are encouraged to attend a one-on-one Parent Orientation with the ELL Coordinator and Parent Coordinator where they are shown the EPIC Parent Orientation Video in their language of choice and given a copy of the EPIC Parent Brochure in their language of choice. After a discussion about the three placement options, (TBE, ESL and DL) the child is placed in the appropriate program based on the parent's response to the Parent Survey/Program Selection form and the ELPC screen is completed in ATS.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
We invite all newcomer and first-time admits to a Parent Orientation held in September. At this time, the Parent Choice Video is shown and Parent Choice Brochures are distributed in Spanish or in other languages as required. Parent Coordinator and licensed pedagogue, usually The ELL Coordinator or ESL teacher, are present during this event to answer questions. If a child is enrolled after September the ELL Coordinator, ESL teacher and Parent Coordinator are always available to meet with parents of newly enrolled students to show the EPIC Video and answer questions about program choices.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Based on spring NYSESLAT scores, Continued Entitlement and Non Entitlement/Transition Letters are sent to all parents during the month of September. A copy of these letters are kept on file in the ESL Binder. Parent Survey and Program Selection forms are collected throughout the year either at one-on-one Parent Orientation meetings , or New Student Orientation meeting(s). Efforts to collect any missing forms are on-going and are conducted by the Parent Coordinator and ELL Coordinator. Entitlement letters for new admits are sent to parents within 10 days of enrollment.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
100% of our Spanish-speaking "newcomer"parents (first time in a US school) choose our Spanish TBE program. Parents of newcomer non-Spanish ELLs (which make up less than 5% of our ELL population) choose Freestanding ESL 100% of the time. Parents with students who are ELLs that have been in Free Standing ESL classes in previous schools always choose our Freestanding ESL option. MS 326 program models are aligned with parent requests. Newcomer parents demand Bilingual programs which we provide with our Spanish TBE model. Non-spanish speaking ELL parents prefer immersion with ESL support which we provide as per the State Mandate. Few parents indicate interest in a Dual Language program however MS 328 (with whom we share our building) offers a Spanish Dual Language program so we are able to refer to any parents who express this interest.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
All students identified as ELLs as per the RLER ATS Report are given the NYSESLAT. MS 326 ELL Coordinator and Testing Coordinator work together to ensure that all four parts of the NYSESLAT are taken by each child. All children missing any section of the test so are identified and pulled out for make-up sessions prior to submission deadline.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. ①
- The trend in parent choice has not varied over the last 7 years. 100% of our Spanish-speaking “newcomer”parents (first time ever in a US school) choose our Spanish TBE program. Parents of newcomer non-Spanish ELLs choose Freestanding ESL 100% of the time. Parents with students who are ELLs that have been in Free Standing ESL classes in previous schools always choose our Freestanding ESL option. MS 326 program models are aligned with parent requests. Newcomer parents demand Bilingual programs which we provide with our Spanish TBE model. Non-spanish speaking ELL parents prefer immersion with ESL support which we provide as per the State Mandate. Very few parents indicate interest in a Dual Language program however MS 328 (with whom we share our building) offers a Spanish Dual Language program which we are able to refer to any parents who express an interest.

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

TBE students are all serviced by bilingual content area teachers. Bilingual Math, Science and Social Studies classes are delivered as per State mandate by teachers who are certified in their content specialty area and hold bilingual extensions. Teachers use the TBE model to differentiate the language of instruction and tasks /deliverables. Differentiated is based on students NYSESLAT level and changes as students acquire more English skills.

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

Students are evaluated by their content area and Native Language Arts teachers through classroom assessments and unit tests in their native Language throughout the school year.

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

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

6. How do you differentiate instruction for ELL subgroups?

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

a) SIFE students receive targeted instruction using the RIGOR program in Spanish and/or English as per our 2012-2013 SIFE Grants during the 37.5 minute "Intervention" period, or during our after-school and Saturday programs. SIFE students also have the opportunity to work in both English and Spanish through our Achieve 3000 program which is based on leveled non-fiction readings and associated writing tasks. RIGOR in both Spanish and English with benchmark assessments and a focus on academic vocabulary acquisition as well as phonetic and phonemic awareness.

b) All Newcomer ELLs in our TBE program receive the LAB in Spanish which is hand-scored. Results from Spanish LAB is provided to our NLA instructor to help drive instruction and provide a baseline assessment for native Language proficiency. TBE students are given the ELE standardized Spanish aptitude test each spring. Interim content area tests are given in the native language when appropriate as are various writing assessments for Social Studies, Science and Math. NLA materials and tasks are aligned to our ELA curriculum and Common Core standards which promote rigorous high-level thinking, questioning, non-fiction reading, persuasive writing and speaking tasks. NLA and

ESL instructors look at student writing in their native language on a regular basis during ELA meetings in order to assess advancement and monitor areas of need. Newcomers and Beginners are pulled out in small groups during whole-class ELA instruction and taught by a licensed ESL teacher. Newcomers and Beginners also receive leveled ESL classes 5 days per week that allow instructional approaches and materials to be targeted specifically to student language acquisition needs. Newcomers and Beginners use a variety of authentic instructional materials and the Pearson "Milestones" and "Visions" series as well as listening programs like "Quickreads" and Great Leaps to help boost listening skills and reading fluency. Students are continually assessed using quantitative and qualitative data to monitor progress, alter students grouping and drive instruction.

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

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

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

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

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

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

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

### Courses Taught in Languages Other than English

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

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

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

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

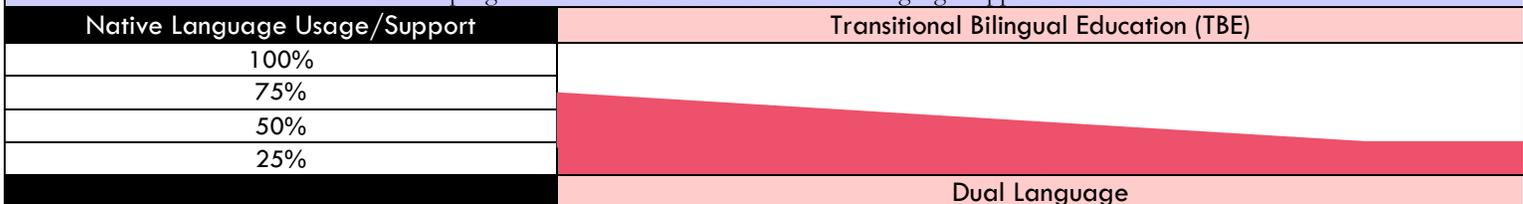
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

### Native Language Usage and Supports

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



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

## B. Programming and Scheduling Information--Continued

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

N/A

19. For schools with dual language programs:

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

**Paste response to questions here:**

## C. Professional Development and Support for School Staff

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

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

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

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

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

## D. Parental Involvement

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

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

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

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

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

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

Cluster: five Network: 532

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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