

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: THE MANHATTAN MIDDLE SCHOOL FOR SCIENTIFIC INQUIRY
DBN (i.e. 01M001): 06M328
Principal: MS. OLGA QUILES
Principal Email: OQUILES@SCHOOLS.NYC.GOV
Superintendent: MANUEL RAMIREZ
Network Leader: LYNETTE GUASTAFERRO

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Olga Quiles	*Principal or Designee	
Chevelle McKeever	*UFT Chapter Leader or Designee	
Marilyn DiLone	*PA/PTA President or Designated Co-President	
Reinerda De La Rosa	DC 37 Representative, if applicable	
Cesar Alvarez & Nadia Igbara	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Soledad Hiciano	CBO Representative, if applicable	
Gloria Caban	Member/ Treasurer/Parent	
Jazmin Bodea	Member/ Secretary/Parent	
Moises Caban	Member/ Parent	
Oscar Guilamo	Member/ Teacher	
Susana Ramirez	Member/ Teacher	
Blaise Russo	Member/ Teacher	
Matilde Flores	Member/ Parent	
N/A	Member/ N/A	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, student performance in English Language Arts will increase by a minimum of 5% as measured by New York State ELA assessment.

Comprehensive Needs Assessment

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

An assessment was conducted in the Fall of 2014 to measure student understanding, learning, and outcomes in English Language Arts (ELA). In addition to this assessment, an analysis of the 2014 New York State ELA test performance data indicates that our students did not score well. The performance level of nearly two thirds of our students across all three grades scored less than 2.0 in ELA. The percentage of students in the school who scored a Level 3 was only 2.7% (5 students). None of our students achieved a performance level of 4 on the 2014 New York State ELA test.

Instructional Strategies/Activities

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

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

Our primary focus this year is to align current curriculum to the CCLS and Danielson's Framework for Effective Teaching, with a strong emphasis on Domains 3c: Engaging Students in Learning; 1e: Coherence of instruction; 3b: Using questioning and discussion techniques; and 3d: Using assessment in instruction. We have restructured our ELA department by partnering with Teacher's College curriculum coaches to ensure that literacy is addressed in every subject area and that the workshop model is used effectively by every classroom teacher. We are also revisiting how to effectively design a lesson plan that is coherent (i.e. Teaching Point, Do Now, Mini-Lesson, student activities and the use of effective assessments tied to the Common Core Learning Standards).

1. Engage teachers in professional development activities and create Performance Based Assessments in ELA using the Common Core standards as a framework.
2. Use mobile computer labs and iPads as a part of our rigorous instructional program aimed at enhancing lessons and promoting learning.
3. Provide a common prep period by subject and by team enabling teachers to meet and discuss teaching strategies, curriculum development and student issues.
4. Implement TCRWP throughout the content areas.
5. Develop literacy and social studies units aligned to the Common Core Learning Standards.
6. Design, implement, analyze and collect performance tasks that demonstrate student mastery of applicable common core standards.
7. Design research based RTI Program for students in need academic intervention.
8. Support for our ELL's via CUNY NYSIEB, and our Teaching Matters Network liaison.

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

- The Principal, Assistant Principal, Cabinet, ELA Coach, Network Coaches, and Data Team will offer professional development sessions for teachers.
- Use of focused learning walks as part of our ongoing process to support staff. Participants include the principal, assistant principal, Cabinet, coaches, Network liaisons, instructional support specialist, parents, students, and support staff
- Provide a common prep period by subject and by team enabling teachers to meet and discuss teaching strategies, curriculum development and student issues.

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

- Analyze student data, on-going teacher assessments, feedback from learning walks and student portfolios

- Meet with teachers individually to discuss student's needs and set instructional goals in all subject areas
- Review student work at ELA, grade-level, and data meetings

We expect students' ELA performance to improve by a minimum of 1.25% each quarter as measured by the results of the Gates-McGinitie Reading Test, Teacher developed common formative assessments, and the Accelerated Reader assessments.

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

As this process is on-going, the timeline for implementation will encompass the 2014-2015 academic school year.

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

- Extensive professional development around non-fiction strategies
- Informal and formal observations
- One-on-one conferences targeting ELA strategies in all subject areas
- Collaboration among teachers via class inter-visitation as well as study groups
- RTI will be scheduled during first period of each day. Students will be placed based on universal screen, (The Gates-McGinitie Reading Test and phonics survey), placed in small groups and supported daily.
- Peer Inter-visitation to improve student engagement and their academic outcomes, and teachers' ability to instruct effectively, use rigorous and relevant questioning techniques, and assessments and other data to inform their instruction.
- Weekly grade, subject, and planning meetings
- The Principal, Assistant Principal, in-house and network coaches, and the Cabinet will design professional development sessions for teachers around literacy
- Use focused learning walks as part of our ongoing process to support staff. Participants include the principal, assistant principals, in-house and network coaches, instructional support specialist, parents, students, and support staff will, as needed, debrief with teachers to address identified strengths and further areas for development to improve student achievement.

Strategies to Increase Parent Involvement

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

- Together the Title I parent representative and the Parent Association Board will meet jointly to develop strategies for student progress (i.e. tools for learning, evaluation, or materials needed to accomplish strategies). These strategies will be presented by the Title I representative to the School Leadership Team for approval and implementation.
- In addition, the Parent Association will communicate with parents by newsletters, notices, back-pack letters, flyers, e-mail and telephone regarding meetings, workshops, conferences and other different activities to learn more about how to help their children at home and school from programs planned by the Parent Association for the family. Also, updated information is required to encourage parents to remain involved in the school's events.
- The Parent Association will also make sure that all parents have the opportunity to get involved in their children's education by understanding their responsibilities in their roles as parents and partners with school's staff, teachers, and students as a team.
- The Parent Association will support the goals and initiatives for vital involvement of parents in the school-wide Title I program, which requires flexibility to achieve the strategies in the areas of instruction and services.
- Parents can propose changes or modifications of strategies that do not work through the Title I representative on behalf of the students. Such changes or modifications must be approved by the Parent Association Executive Board and presented to the Parent Association assembly and the School Leadership Team for ratification.
- The Parent Association will keep parents well informed so that parents will be ready to work with the school to help their children develop the skills they need.
- Parents will participate in our school's Learning Walks to observe teaching practices as well as evaluate student learning. They will have the opportunity to debrief and share their observations.
- M.S. 328 is a Title I school funded by a federal program whose stated goal is that all students meet the state standards in education and progress to future success. With this Title I policy, parents have the possibility to meet with administrators and others parents in regular or emergency meetings to know what the school is doing for their children.

Budget and Resource Alignment

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

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

N/A

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, student performance in mathematics will increase by a minimum of 5% as measured by the New York State mathematics assessment.

Comprehensive Needs Assessment

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

An assessment was conducted in the Fall of 2014 to measure student understanding, learning, and outcomes in Math. In addition to this assessment, an analysis of the 2014 New York State Math test performance data indicates that our students did not score well. The performance level of 58.6% of our students across all three grades scored less than 2.0 in Math. The percentage of students in the school who scored a Level 3 was only 3.5% (8 students). None of our students achieved a performance level of 4 on the 2014 New York State Math test.

Instructional Strategies/Activities

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

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

Our primary focus this year is to align current curriculum to the CCLS and Danielson's Framework for Effective Teaching, with a strong emphasis on Domains 3c: Engaging Students in Learning; 1e: Coherence of instruction; 3b: Using questioning and discussion techniques; and 3d: Using assessment in instruction. We have restructured our ELA department by partnering with Teacher's College curriculum coaches to ensure that literacy is addressed in every subject area and that the workshop model is used effectively by every classroom teacher. We are also revisiting how to effectively design a lesson plan that is coherent (i.e. Teaching Point, Do Now, mini-lesson, student activities and the use of effective assessments tied to the common core learning standards).

- Engage teachers in professional development activities and create Project Based Assessments in Math using the Common Core standards as a framework.
- Use mobile computer labs and iPads as a part of our rigorous instructional program aimed at enhancing lessons and promoting learning (iZone framework)
- Provide a common prep period by subject and by team enabling teachers to meet and discuss teaching strategies, curriculum development and student issues.
- Modifying Math Units for Grades 6-8 using the CMP 3 and Engage NY curricula.
- Design, implement, analyze and collect performance tasks that demonstrate student mastery of applicable common core standards
- Support for our ELL's via CUNY NYSIEB, and our Network liaison

1.

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

- The Principal, Assistant Principal, Cabinet, Math Coach, Network Coaches, Data Team will offer professional development sessions for teachers.
- Use focused learning walks as part of our ongoing process to support staf with immediate actual feedback. Participants include the principal, assistant principal, in-house and network coaches, instructional support specialist, parents, students, and support staff
- Provide a common prep period by subject and by team enabling teachers to meet and discuss teaching strategies, curriculum development and student issues.
- In-House Content Area Lead Teachers/Coaches, Teaching Matters Network Coach and Staff, and Advance Job Embedded Support

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

Analyze student data, on-going teacher assessments, feedback from learning walks and student portfolios

- Meet with teachers individually to discuss student's needs and set instructional goals In all subject areas
- Review student work at Math, grade-level, and data meetings

We expect students' Math performance to improve by a minimum of 1.25% each quarter as measured by the results of the common formative assessments.

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

As this process is on-going, the timeline for implementation will encompass the 2014-2015 academic school year.

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

Extensive professional development around non-fiction strategies

- Informal and formal observations
- One-on-one conferences targeting Math strategies in all subject areas

- Collaboration among teachers via class inter-visitation as well as study group
- RTI will be scheduled during first period of each day. Students will be placed based on universal screen, (The Gates-MacGinitie Reading Test and Phonics Survey), placed in small groups and supported daily.
- Peer Inter-visitation to improve student engagement and their academic outcomes, and teachers' ability to instruct effectively, use rigorous and relevant questioning techniques, and assessments and other data to inform their instruction.
- Weekly grade, subject, and planning meetings
- The Principal, Assistant Principal, Cabinet, Math Coach, and Network liaison will design professional development sessions for teachers around literacy
- Use the walkthroughs and focused learning walks as part of our ongoing process to support staff. Participants include the principal, assistant principals, coaches, instructional support specialist, parents, students, and support staff will, as needed, debrief with teachers to address identified strengths and further areas for development to improve student achievement.

Strategies to Increase Parental Involvement

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

- Together the Title I parent representative and the Parent Association Board will meet jointly to develop strategies for student progress (i.e. tools for learning, evaluation, or materials needed to accomplish strategies). These strategies will be presented by the Title I representative to the School Leadership Team for approval and implementation.
- In addition, the Parent Association will communicate with parents by newsletters, notices, back-pack letters, flyers, e-mail and telephone regarding meetings, workshops, conferences and other different activities to learn more about how to help their children at home and school from programs planned by the Parent Association for the family. Also, updated information is required to encourage parents to remain involved in the school's events.
- The Parent Association will also make sure that all parents have the opportunity to get involved in their children's education by understanding their responsibilities in their roles as parents and partners with school's staff, teachers, and students as a team.
- The Parent Association will support the goals and initiatives for vital involvement of parents in the school-wide Title I program, which requires flexibility to achieve the strategies in the areas of instruction and services.
- Parents can propose changes or modifications of strategies that do not work through the Title I representative on behalf of the students. Such changes or modifications must be approved by the Parent Association Executive Board and presented to the Parent Association assembly and the School Leadership Team for ratification.
- The Parent Association will keep parents well informed so that parents will be ready to work with the school to help their children develop the skills they need.
- Parents will participate in our school's Learning Walks to observe teaching practices as well as evaluate student learning. They will have the opportunity to debrief and share their observations.
- M.S. 328 is a Title I school funded by a federal program whose stated goal is that all students meet the state standards in education and progress to future success. With this Title I policy, parents have the possibility to meet with administrators and others parents in regular or emergency meetings to know what the school is doing for their children.

Budget and Resource Alignment

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

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

N/A

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, a minimum of 15% of teachers will increase their proficiency ratings on at least one level in questioning and discussion techniques (3b) and student engagement (3c) as measured by classroom observations using the Danielson Framework for Teaching.

Comprehensive Needs Assessment

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

An assessment was conducted in the Fall of 2014 to measure student understanding, learning, and outcomes in English Language Arts (ELA) and Math. In addition to this assessment, an analysis of the 2014 New York State ELA test performance data indicates that our students did not score well. The performance level of nearly two thirds or 66% of our students across all three grades scored less than 2.0 in ELA. The percentage of students in the school who scored a Level 3 was only 2.7% (5 students). None of our students scored a 4 on the 2014 New York State ELA test. An analysis of the 2014 New York State Math test performance data also indicates that our students did not score well. The performance level of 58.6% of our students across all three grades scored less than 2.0 in Math. The percentage of students in the school who scored a Level 3 was only 3.5% (8 students). None of our students scored a 4 on the 2014 New York State Math test. Additionally, data on our school report card under 'Student Progress' indicates that many of our students are not making adequate academic progress. Our learning walks and direct observations of teaching reveal a need for a more comprehensive assessment of teacher instructional practice, especially in the areas of student engagement and teacher questioning and discussion techniques. The school will continue to be use the Advance Observation Protocol, which is linked to the Danielson Rubric and Common Core Standards.

Instructional Strategies/Activities

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

• Strategies/activities that encompass the needs of identified subgroups

1. We continue to provide our teachers with training that is designed to improve their effectiveness with respect to their designing, developing, and implementing instruction that engages all students, and that is rigorous, student-centered, and aligned to the Common Core learning Standards, to Danielson's Framework for Effective Teaching, and to The Citywide Academic Expectations with a strong emphasis on Domains 3c: Engaging Students in Learning; 1e: Coherence of instruction; 3b: Using questioning and discussion techniques; and 3d: Using assessment in instruction. Through our partnership with Teacher's College curriculum coaches, we have restructured our ELA and Math departments to ensure that literacy is addressed in these content areas, as well as every other content area, and that the workshop lesson plan model is used to ensure that effective instruction is delivered by every classroom teacher. We are also revisiting how to effectively design a coherent lesson plan with each of its components, (i.e. Teaching Point, Do Now, mini-lesson, student assignments/activities, homework, and the use of effective assessments), all of which are tied to the Common Core Learning Standards.
2. Teachers will develop a common core aligned unit of study during the school's sustainability-themed month that incorporates opportunities for students to conduct research and use supporting evidence.
3. Teachers will develop collaborative lessons that incorporate oral and written skills needed for providing evidence to support arguments using lesson study protocols.
4. Teachers meet weekly in department teams to assess student work and plan lessons that demand evidence to support a claim.
5. Teachers meet bi-weekly in department teams to develop a rubric to assess the use of evidence to support a claim.

Strategies and activities that will encompass the needs of the identified subgroups are:

- Professional Goals planning
- Teachers choose DOE approved options for observations
- Discussion and review of the Danielson framework in staff meetings
- Informal and formal observations
- One-on-one conferences targeting individual professional development needs

- Collaborative teacher team meetings to look at student work, analyze student assessment data, and plan to adjust units of study and lesson plans to meet the needs of all students.
- Collaboration among teachers including class inter-visitations and targeted planning in faculty conferences. These collaborations will include work on in class supports such as using graphic organizers, checklists, intentional groupings.
- Weekly grade level and subject area planning
- Use mobile computer labs as a part of our rigorous instructional program aimed at enhancing lessons and promoting learning.
- Provide a common prep period by subject and by team enabling teachers to meet and discuss teaching strategies, curriculum development and student issues.
- In collaboration with the school cabinet and network, the assistant principal and the principal will design and offer professional development sessions for teachers.
- Use the walkthroughs and focused learning walks as part of our ongoing process to support staff. Participants include the principal, assistant principals, coaches, instructional support specialist, parents, students, and support staff will, as needed, debrief with teachers to address identified strengths and further areas for development to improve student achievement.
- **Through the analysis and use of data, all teachers will focus on a high concentration of vocabulary and language development in all content areas and differentiation of instruction.**

We will also:

- Engage teachers in professional development activities and create Project Based Assessments in ELA and Math using the Common Core Learning Standards as a framework.
- Develop lesson study protocols and procedures.
- Peer Inter-visitation to improve student engagement and their academic outcomes, and teachers' ability to instruct effectively, use rigorous and relevant questioning techniques, and assessments and other data to inform their instruction.
- Weekly grade, subject, and planning meetings
- Use mobile computer labs and iPads, as a part of our rigorous instructional program aimed at enhancing lessons and promoting learning (iZone framework).
- Provide a common prep period by subject and by team enabling teachers to meet and discuss teaching strategies, curriculum development and student issues.
- Implement TCRWP throughout the content areas.
- Develop literacy and social studies units aligned to the Common Core Learning Standards.
- Design, implement, analyze and collect performance tasks that demonstrate student mastery of applicable common core standards, and
- Support for our ELL's via CUNY NYSIEB, and our Network liaison.
- In collaboration with the school cabinet and network, the assistant principal and the principal will design and offer professional development sessions for teachers.

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

1. Principal; 2. Assistant Principal; 3. Teachers; 5. Administration; 6. Parents; 7. School Cabinet; 8. Content Area Coaches; and 9. Teaching Matters Network Coaches

We will also utilize:

- Use focused learning walks and feedback as part of our ongoing process to support staff. Participants include the Principal, Assistant Principal, In-House and Teaching Matters Network Coaches, instructional support specialist, parents, students, and support staff.
- Provide a common prep period by subject and by team enabling teachers to meet and discuss teaching strategies, curriculum development and student issues.

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

1. Professional Goals planning – will give teachers an opportunity to meet with administration to set professional goals.
Choosing DOE Option – as part of the individual meetings with administration, will give teachers a chance to have input on their individual evaluation protocol.
2. Discussion of Danielson Framework – Discussing, in detail, the Danielson Framework will give staff prior awareness of DOE and school expectations for instructional and professional practice.
3. One-on-one conferences (as part of observation schedule) will give teachers individual feedback based on direct observations of their classroom practice.
Collaboration among teachers gives staff a forum to share instructional ideas and to plan interventions for individual students.
4. Weekly grade level and subject meetings are times for whole staff professional development.
5. Discussion of Common Core State Standards, 2014-2015 City-Wide Expectations, and the Danielson Framework – Detailed discussion of the Danielson Framework will provide our staff prior awareness of DOE and school expectations for instructional and professional practice.
6. One-on-one conferences (as part of observation schedule) will give teachers individual feedback based on direct observations of the implementation of improved

and effective instructional practices.

7. Collaboration among teachers will provide our staff with a forum to share instructional ideas around effective instructional practices, and opportunities to plan interventions for individual students.
8. Beginning in October 2014, Benchmark evaluations of all strategies will occur on a quarterly basis.

We will expect that a minimum of 7% of our teachers will demonstrate improvement (increase their proficiency in Danielson Components 3b and 3c) based on observation data by February, 2015.

We will also:

- Hold weekly grade level and subject meetings, which are opportunities to present professional development to the entire staff.
- Analyze student data, on-going teacher assessments, feedback from walkthroughs, learning walks and student portfolios.
- Meet with teachers individually to discuss student's needs and set instructional goals in all subject areas, and
- Review student work at ELA and Math, grade-level, and data meetings.
- Analyze student data, on-going teacher assessments, feedback from walkthroughs, learning walks and student portfolios.
- Meet with teachers individually to discuss student's needs and set instructional goals in all subject areas.

• **Timeline for implementation and completion including start and end dates**

As this process is on-going, the timeline for implementation will encompass the 2014-2015 academic school year.

1. August 2014 – DOE Advance Training.
2. May/June 2014 – The Cabinet reviews professional development program, administration finalizes observation program, teachers fill out end of year survey
September/October 2014 – Individual meetings with teachers, professional goal setting, teachers select options, observations begin, effective instructional practices support, School Cabinet identifies instructional focus, ELA/Math Coaches provide PDs within departments and individually to teachers.
3. November 2014– Observations and feedback continue, effective instructional practices support, Professional development and co-planning for faculty, and ELA/Math coaches provide PDs within departments and individually to teachers.
4. December 2014 – The Cabinet members present PD topics to staff, effective instructional practices support, and observations continue.
5. January 2015 – April 2015 Cabinet members continue to provide professional development, ELA/Math coaches provide PDs within departments and individually to teachers.
6. May/June 2015 – The Cabinet reviews professional development program, administration finalizes observation program, and teachers fill out end of year survey on professional development offerings and focus for following year.

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

A key component to ensuring teachers receive high quality, ongoing professional development - a goal, which is embedded in our desire to improve organizational coherence, is to activate best practices using "teacher experts." With the support and guidance of our Cabinet, as well as other stakeholders, such as our network and instructional consultants, and through our data driven item analysis (performed by the Data Inquiry Team), which identifies targeted student deficits in ELA and Math, we will offer individualized professional development that will occur during scheduled meeting times presently built into our school's program.

Specifically, teachers need to be given structured time to discuss concerns and share best practices. These discussions will be centered on our instructional foci for school year 2014-2015, such as effective, informative, accessible assessments, the development of higher order questioning techniques, and instruction that demonstrates coherence from the beginning of the lesson to its conclusion.

The school's data inquiry team led several "best practice" professional development sessions at grade level meetings and faculty conferences which focused on engaging students in meaningful discussion using cognitive sentence stems and discussion protocols such as Socratic Circles. The team also identified skills in ELA and Math from the item analysis that proved to be challenging for a majority of our students and worked with teachers on engaging, student-centered lessons around these skills.

Other supports include: ELA and Math Coaches on staff; Teaching Matters Achievement Coaches; A Writing Matters professional developer working with teachers across disciplines; Urban Advantage activities for all science teachers; The identification of in-house, "teacher experts" who do peer-led professional developments; Professional development from our network; and Resident "Teacher Experts" as well as Coaches guide and support our staff towards accomplishing our instructional goals through both informal and formal experiences. Lesson study, Inter-visitations, learning walks, and analysis of student work engage staff in a process of assessing where we are in terms of our goals and what action is required to continue progress.

We have made progress with student-centered instruction/learning evidenced by the use of robust, open-ended, higher-order questioning techniques to facilitate student discussions and critical thinking through the use of peer editing/teaching, group work, wait-time, Socratic Circles, debates around relevant, social issues, more coherence in the delivery of instruction, increase in the frequency of inquiry-based lessons, and curriculum that connects to students' lives in more authentic ways.

Our focus is to design, develop, and implement a curriculum for the full range of learners is beneficial to all our students. The Danielson Framework principles and related guidelines support development of curriculum, instruction and assessment that is flexible and embeds options for presenting material, engaging students in learning, and supporting multiple ways for students to demonstrate learning. These principles are commonly used to implement interventions within the context of Response to Instruction and Intervention. We believe that it is the power of the Danielson Framework to impact instruction in the regular classroom that holds great promise. This will be done across all content areas because delivering instruction in this manner widens access to learning, making it possible for many more students to be successful with the core curriculum.

We are committed to connecting common core core-aligned instruction shifts to Danielson supports across all content areas. Improving student proficiency on the CCSS-ELA and Literacy standards will require not only shifts in instruction, but also tailoring instructional practices to the needs of a wide range of students across all content areas. An important consideration when designing and delivering the CCSS-ELA and Literacy-aligned instruction and Danielson practices is to ensure that there are multiple options for helping students achieve the standards. When designing and selecting learning supports to match task demands and learning needs and interests, it is useful to apply the rule of "not too little, not too much, but just right" level of support. We will work to provide wide access to the curriculum, not to make the work easier for students. Our expectations for all students should remain high but we realize that students may need assistance to access the curriculum, which can be provided using the Danielson framework's principles and guidelines. Our instructional practices incorporate both Danielson supports and align with the instructional shifts of the CCSS-ELA and Literacy. The successful integration of CCSS-ELA and Literacy aligned instruction and Danielson practices will enable a wide range of learners to access text and participate fully in core reading, writing, and vocabulary instruction. Our teachers and administrators are aware of effective scaffolding technologies and practices that are consistent with principles of best literacy practices.

During school year 2014-2015, we will continue to increase the rigor and coherence of the school's curriculum to assure that students are adequately challenged and supported in meeting grade level standards. We use the Teachers College units for reading and writing and Connected Mathematics Project 3 and Engage NY for math. The Principal engages staff in professional development to support planning of rigorous tasks that are aligned to the Common Core Learning Standards, push students' thinking and are accessible to all students to elevate engagement. In literacy, teachers plan tasks that require students to use specific evidence from texts to support responses, thereby resulting in student work that is aligned to standards. There is also a school-wide focus on explicitly teaching content area vocabulary to support English language learners. Teacher teams use a specific protocol to review student work in order to adjust curricular units to meet the needs of students. Some of the lessons that have been observed demonstrated that the tasks implemented in the classrooms are vague and correlation to grade level standards is not always evident. In addition, tasks are not modified to meet specific needs of students on a consistent basis. Teachers use the Depth of Knowledge framework to develop tasks at varying levels of complexity to challenge all students. However, in the majority lessons, tasks implemented and questions were generally lower level, and as a result students do not always have a clear understanding of the lesson objectives and are not cognitively engaged. We will work to improve these instructional issues during school year 2014-15.

We will continue to develop teacher pedagogy to assure that students are provided with a variety of entry points to the school's curriculum in order to increase engagement and higher order thinking. We believe that students learn best when provided with opportunities to share thinking with peers, formulate questions and explore content through hands-on activities. Professional development efforts focus on developing coherent lessons, aligned to the citywide instructional shifts and planning of higher-order questions that promote student discussion and student engagement. Teachers have also aligned lesson plans to the Danielson Framework in an effort to promote coherent instructional strategies across classrooms. Teachers indicate that they incorporate the use of instructional aides, including graphic organizers, mixed ability groups and differentiated tasks into lesson plans to provide subgroup of students with a variety of scaffolds. Students are grouped to work collaboratively, but tasks provided to them are not always sufficiently differentiated to support specific student needs. Charts and word walls are displayed in classrooms memorializing content taught, are rarely referenced by teachers during classroom instruction. Consequently, there have been missed opportunities for students to use classroom resources to support their learning. We will address these concerns and improve our teachers' performance in these areas.

We will strengthen the use of formative and summative assessments by individual teachers and teacher teams in order to adjust curricular and instructional decisions. In addition to results of summative assessments, the school compares beginning of the year benchmark assessments in all content areas with mid-year assessments to identify instructional priorities for the general school population and subgroups of students. Teacher teams review results of item skills analysis for subgroups of students

to plan instructional strategies. Teachers shared that they use exit slips, student work, observations and reflection exercises to assess student mastery of key concepts. Furthermore, the principal frequently generates reports from regarding student assignments and grades posted on Datacation by teachers to assess student progress. Posted across classrooms is the school's grading policy, delineating categories such as participation, quizzes, homework and projects to assess student progress. Interviews with students demonstrate that other access to grades on Pupil Path/Skedula, the school's online reporting system, they could not cite other sources of data used to inform of academic standing. School policy requires teachers to assess student work using grade-appropriate rubrics and provide feedback that enables students to improve work products. The principal shared that teachers and consultants decide which rubrics to use prior to the commencement of units of study to establish clear expectations for end of unit outcomes. However, review of student work demonstrates that feedback provided to students is not specific, actionable or connected to rubrics used to assess work. As a result, students do not have a clear understanding of how their work is scored nor how to improve work products. We will work to improve our teachers' performance in these areas, as well during the current school year.

As stated earlier, our primary focus this year is to align current curriculum to the Common Core Learning Standards (CCLS) and Danielson's Framework for Effective Teaching, with a strong emphasis on domains 3c: Engaging students in learning; 1e: coherence of instruction; 3b: using questioning and discussion techniques; and 3d: using assessment in instruction.

We will be using the Danielson's Framework and the CCLS. As a result, we have restructured our ELA department by partnering with Teacher's College curriculum coaches to ensure that literacy is addressed in every subject area and that the workshop model is used effectively by every classroom teacher. We are also revisiting how to effectively design a lesson plan that is coherent (i.e. teaching point, Do Now, mini-lesson, student activities and the use of effective assessments tied to the common core learning standards).

Going forward, teachers will:

- Develop two common core aligned units of study during the school's sustainability-themed months that incorporate opportunities for students to conduct research
- Develop collaborative lessons that incorporate oral and written skills needed for providing evidence to support arguments.
- Meet weekly in department teams to assess student work and plan lessons that demand evidence to support a claim.
- Meet bi-weekly in department teams to develop a rubric to assess the use of evidence to support a claim.

In order to build alignment across the curricula at MS 328, we have identified the following strategies to address our goal:

- Engage teachers in professional development activities and create Project Based Assessments in ELA using the Common Core standards as a framework.
- Use mobile computer labs and iPads as a part of our rigorous instructional program aimed at enhancing lessons and promoting learning.
- Provide a common prep period by subject and by team enabling teachers to meet and discuss teaching strategies, curriculum development and student issues.
- Implement TCRWP throughout the content areas.
- Develop literacy and social studies units aligned to the Common Core Learning Standards.
- Design, implement, analyze and collect performance tasks that demonstrate student mastery of applicable common core standards.
- Support for our ELL's via CUNY, NYSIEB, and our Network liaison.

One of our core goals is to implement and Danielson practices that are aligned to the Common Core Standards across all content areas. We are guided by the following tenets:

Aligning for Student Success: To build and sustain schools that support every student in achieving success, educators must work together with families, community

members, and business partners to connect the most promising practices in the most meaningful contexts. Major statewide initiatives focus on high school graduation, Response to Intervention, and the Common Core State Standards for English Language Arts, Disciplinary Literacy, and Mathematics.

Every Child Will Graduate and Attend High School: MS 328 are committed to ensuring every child is a graduate who has successfully completed a rigorous, meaningful, 21st century education that will prepare him or her for high school, college, careers, and citizenship.

Ensuring a Process for Student Success: Our goal is to provide high level of quality instruction, and a balanced array of assessments, as well as promote collaboration among students, parents, and teachers, so that every child graduates from MS 328, and is prepared for high school. Our Response to Intervention (RTI) framework helps to organize the components of a system designed to support student learning. The three essential elements of high quality instruction, balanced assessment and collaboration interact within a multi-level system of support to ensure each student receives what he/she needs to access higher levels of academic and behavioral success.

Connecting to Content: The Common Core State Standards: Within this vision for increased student success, rigorous, internationally benchmarked academic standards provide the content for high quality curriculum and instruction, and for a balanced assessment system aligned to those standards. With the adoption of the CCSS, MS 328 has the tools to build world-class curriculum, instruction and assessments for greater student learning.

Guiding Principles for Teaching and Learning: These guiding principles are the underpinnings of effective teaching and learning for every teacher and every student. They are larger than any one initiative, process or set of standards. Rather, they are the lens we look through as we identify teaching and learning standards, design assessments and determine what good instruction looks like. These principles recognize that every student has the right to learn and are built upon three essential elements: high quality instruction, balanced assessment, and collaboration.

Every Student has the Right to Learn: It is our collective responsibility as a professional educational community to make certain each child receives a high-quality, challenging education designed to maximize potential, an education that reflects and stretches his or her abilities and interests.

Instruction must be Rigorous and Relevant: Each our school's content areas are made up of a core of essential knowledge that is deep, rich, and vital. Every student, regardless of age or ability, must be taught this essential knowledge. What students learn is fundamentally connected to how they learn, and successful instruction blends the content of a discipline with processes of an engaging learning environment that changes to meet the dynamic needs of all students.

Purposeful Assessment Informs Delivery of Instruction and Affects Learning: Assessment is an integral part of teaching and learning. Purposeful assessment practices help teachers and students understand where they have been, where they are, and where they might go next. No one assessment can provide sufficient information to plan teaching and learning. Using different types of assessments as part of instruction results in useful information about student understanding and progress. Our educators should use this information to guide their own practice and in partnership with students and their families to reflect on learning and set future goals.

Learning is a Collaborative Responsibility: Teaching and learning are both collaborative processes. Collaboration benefits teaching and learning when it occurs on several levels: when students, teachers, family members, and the community collectively prioritize education and engage in activities that support local schools, educators, and students; when educators collaborate with their colleagues to support innovative classroom practices and set high expectations for themselves and their students; and when students are given opportunities to work together toward academic goals in ways that enhance learning.

Students Bring Strengths and Experiences to Learning: Every student learns. Although no two students come to school with the same culture, learning strengths, background knowledge, or experiences, and no two students learn in exactly the same way, every student's unique personal history enriches classrooms, schools, and the community. This diversity is our greatest education asset.

Responsive Environments Engage Learners: Meaningful learning happens in environments where creativity, awareness, inquiry, and critical thinking are part of instruction. Responsive learning environments adapt to the individual needs of each student and encourage learning by promoting collaboration rather than isolation of learners. Learning environments, whether classrooms, schools, or other systems, should be structured to promote engaged teaching and learning.

Reaching Every Student: The CCLS sets high, clear, and consistent expectations for all students. In order to ensure that all students can meet and exceed those expectations, MS 328 educators provide flexible and fluid support based on student need. Each student brings a complex system of strengths and experiences to learning. One student may have gifts and talents in mathematics and need additional support to reach grade level standards in reading. A student may be learning English as a second language while remaining identified for gifted services in science. The following statements provide guidance for how to ensure that the CCLS provide the foundation for learning for every student regardless of their unique learning needs.

- Extensive professional development around non-fiction strategies
- Informal and formal observations
- One-on-one conferences targeting ELA strategies in all subject areas
- Collaboration amongst teachers via class inter-visitation as well as study groups
- Weekly grade, subject, and planning meetings
- The Principal, Assistant Principal, In-House and Teaching Matters Network Coaches, and the Cabinet will design professional development sessions for teachers around literacy
- Use of focused learning walks as part of our ongoing process to support staff. Participants include the Principal, Assistant Principals, In-House and Teaching Matters Network Coaches, instructional support specialist, parents, students, and support staff will, as needed, debrief with teachers to address identified strengths and further areas for development to improve student achievement.

There are several programmatic elements that will support the implementation of this plan: support from DOE Advance trainers, building capacity with the aid of the school's cabinet and network, effective and efficient use of all opportunities for co-planning, regular individual feedback to teachers based in the Danielson Framework, Teaching Matters Network Coaches, College Literacy Project, Urban Advantage, and other school-identified best practices.

Strategies to Increase Parental Involvement

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

Together the Title I parent representative and the Parent Association Board will meet jointly to develop strategies for student progress (i.e. tools for learning, evaluation, or materials needed to accomplish strategies). These strategies will be presented by the Title I representative to the School Leadership Team for approval and implementation.

- In addition, the Parent Association will communicate with parents by newsletters, notices, back-pack letters, flyers, e-mail and telephone regarding meetings, workshops, conferences and other different activities to learn more about how to help their children at home and school from programs planned by the Parent Association for the family. Also, updated information is required to encourage parents to remain involved in the school's parents.
- The Parent Association will also make sure that all parents have the opportunity to get involved in their children's education by understanding their responsibilities in their roles as parents and partners with school's staff, teachers, and students as a team.
- The Parent Association will support the goals and initiatives for vital involvement of parents in the school-wide Title I program, which requires flexibility to achieve the strategies in the areas of instruction and services.
- Parents can propose changes or modifications of strategies that don't work through the Title I representative on behalf of the students. Such changes or modifications must be approved by the Parent Association Executive Board and presented to the Parent Association assembly and the School Leadership Team for ratification.
- The Parent Association will keep parents well informed so that parents will be ready to work with the school to help their children develop the skills they need.
- Parents will participate in our school's Learning Walks to observe teaching practices as well as evaluate student learning. They will have the opportunity to debrief and share their observations.
- M.S. 328 is a Title I school funded by a federal program whose stated goal is that all students meet the state standards in education and progress to future success. With this Title I policy, parents have the possibility to meet with administrators and others parents in regular or emergency meetings to know what the school is doing for their children.

Budget and Resource Alignment

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

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

N/A

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

Strategies to Increase Parental Involvement

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



Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Repeated readings, interactive writing, computer based programs, graphic organizers, Teachers College method, NYU/America Reads tutors, vocabulary acquisition strategies; Wilson reading strategies	Team teaching, small group, tutoring, and one-to-one	Saturday Academy, STEM, after school, RTI (during school day); after school Computer Lab for homework support
Mathematics	Relevant, real-life applications approach to problem solving	Team teaching, small group, tutoring, and one-to-one	Saturday Academy, STEM, after school, RTI (during school day); ; after school Computer Lab for homework support
Science	After school homework tutorials provided by Beacon and ACDP	Team teaching, small group and one-to-one	Saturday Academy, STEM, after school, RTI (during school day) ; after school Computer Lab for homework support;
Social Studies	Non-fiction strategies including note taking and use of graphic organizers	Small group, tutoring, and one-to-one	Saturday Academy, after school, RTI (during school day; after school Computer Lab for homework support);
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Group and individual counseling (based on IEP mandated goals), services provided by school-based clinic; drop-in crisis intervention, Life Skills and Career awareness curriculum, community service.	Small group (2 - 5 students) and individual counseling both during the regular school day and after school. Low inference classroom observations. Parental outreach and support. Critical support for the development and maintenance of student Individualized Education Plans	During the school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p><u>Strategies and Activities for Teacher Recruitment</u> Attendance at hiring fairs Outreach to local colleges/universities Student Teachers College Student Tutors Outreach to Teaching Fellows Program</p> <p><u>Strategies and Activities for Retention</u> Meetings to discuss teachers' concerns Buddy/ mentor teachers assigned to all first and second year teachers Participation in NYCDOE Pilot Teacher Recruitment and Retention Program School Social Committee Schoolwide celebrations</p> <p><u>Strategies and Activities for Assignments</u> Teachers assigned to teach subjects/classes in their specific license areas BEDS survey Opportunities for school-based teacher leadership positions (Team Leaders, Curriculum Leads, Data Team Leaders, etc.)</p> <p><u>Strategies and Activities for Support, Including Professional Development</u> Network ELA and Math Consultants School Based Coaching (ELA and Math) Other instructional consultants Learning Walks conducted regularly by Administrators and Coaches to provide actionable feedback to teachers for improvement. Teacher-led weekly Professional learning sessions</p>

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Schoolwide professional development on CCLS is provided to all teachers • Teacher-led Inquiry Teams meet weekly to analyze student work, share best practices and make adjustments to unit and lesson plans • Classroom observations are conducted regularly with high quality, timely feedback for improvement • ELA and Math Consultants meet with and coach individual teachers • Specific professional training is provided on the Teachers College/EngageNY schoolwide curriculum • Training to implement RTI on the implementation of specific research-based interventions is provided

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

The coordination and integration of Federal, State and/or local funds are used to meet the intent and purpose that the programs and funds are designed for. As a SWP school, funds are used to support the needs of all students. However, the needs of the Title I eligible students are primary and school programs are specifically designed to meet the needs of that target group.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

N/A

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.

At MS 328M, teachers are involved in the decision making process for formative assessments during their department meetings. Based on the schoolwide instructional goals determined by the school cabinet (including administrators and teacher leaders), teacher teams construct units of study and standards based assessments to measure progress toward improved student outcomes. Additionally, the school based MOSL Committee, including the Principal, teachers, the Data Specialist and the UFT Chapter Leader selected the local assessments for the school.

TA Schools Only

Use of Program Resources

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

N/A

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).

N/A

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy for 06m328

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our Middle School 328. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Title 1 Committee, and Parent Association as welcomed members of our school community. Our school will support parents and families of all students by 1. Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; 2. 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; 3. Facilitating and fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; and 4. Providing assistance to parents in understanding City, State and Federal standards and assessments; and sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with parents to improve the academic quality of our school using a school designed survey. 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.

To increase and improve parent involvement and school quality, our school will:

- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- Host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed;
- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

PARENT INVOLVEMENT POLICY FOR 06M328

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- Conducting parent-teacher conferences four times a year during school year 2014-2015 at which the individual child's achievement will be discussed as well as how this Compact is related;
- Convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- Arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- Respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- Providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- Involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- Providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- Sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- Supporting parental involvement activities as requested by parents;
- Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- Advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- Attend school regularly and arrive on time;
- Complete my homework and submit all assignments on time;
- Follow the school rules and be responsible for my actions;
- Show respect for myself, other people and property;
- Try to resolve disagreements or conflicts peacefully;
- Always try my best to learn.

DBN: 06M328

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	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

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$204,095.43	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$14,796.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,716,387.00	X	See action plan

¹Explanation/Background:

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

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

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

- 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.

²The 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.



Department of English Language Learners and Student Support

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

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

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

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

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

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

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

Part A: School Information	
Name of School: M.S. 328	DBN: 06M328
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 82
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: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: MS 328 is continually trying to improve its students' cognitive academic language proficiencies by setting high standards and providing differentiated instruction to our ELL population. To date, we have approximately 82 ELL students. This year we will continue those standards by predominately focusing on vocabulary development in both languages across all content areas, increase college preparedness, and develop leadership and mentoring skills for our students as evidenced using mandated state assessment scores.

To help our students further develop their English Literacy Skills and content area knowledge, MS328's intentions are to utilize the majority of the grant funds for our Saturday Academy Program where we will incorporate hands-on, interactive technological solutions such as RIGOR, Word Generation and Achieve3000. There will be 2 certified bilingual teachers that will utilize this program. With its five sequential steps, the RIGOR program will target literacy components such as semantic, phonemic, phonological awareness and vocabulary enrichment. It will help advance our immigrant students from English pre-literacy to literacy level more effectively.

Teachers will teach English Language Arts content utilizing both English and Spanish instruction. Our goal is to strengthen the student's native language competencies first, then incorporate English instruction to allow students to connect back to their native language. Research has shown that once students grasp the underlying literacy skills of one language, they can use these same skills and transfer them to another language. Students who are literate in their native language have many skills to draw on when they learn academic English, even when the writing system is different. This is even more important for immigrant students because many lack native language literacy skills to create the connections in English. Our Saturday Program will focus on native language competencies in order to achieve our goal of English acquisition.

Our Saturday Academy Program will take place on Saturdays from 8:30 am – 12:30 pm., from October 2014 to May 2015 for a total of 20 sessions. Facilitators for our Saturday Academy: 2 certified bilingual teachers. Each class will have approximately 15 students targeting our beginners and intermediate students.

We will also offer an after school technology class so that our students can become knowledgeable in the utilization of tools, techniques and systems in order to serve a bigger purpose like solving problems

Part B: Direct Instruction Supplemental Program Information

or making life easier and better. Its significance on students is tremendous because technology helps them adapt to the environment. This program will be offered Wednesdays, Thursdays, and Friday from 2:30 p.m. to 4:00 p.m. A certified bilingual technology teacher will facilitate this program from October 2014 to May 2015.

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: M.S. 328 will promote and deliver quality instruction and excellence in education by establishing a professional culture of collaborative planning, examining of pedagogy and curriculum and becoming co-learners with teachers to find ways to transform classroom practices. We will be guided by an analysis of our students' needs based on student data and an understanding of the teaching approach and strategies implemented by the RIGOR, Achieve 3000 and Word Generation programs. Our major objective is to build up a series of strategic measures that will provide all the support and additional knowledge needed by our teachers in order to help our students excel academically and linguistically.

Our 2 bilingual teachers will receive ongoing high quality professional development both inside and outside of the school site. Teachers will meet twice a month to discuss the implementation of the programs, lesson plans, material applications, new studies, requirements, best practices, data, 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: At M.S. 328 parental involvement has been a key component for our students' successes and accomplishments. Our immigrant program plans to enhance the level of parental involvement by building a strong Family Support Team which participates in the most diverse aspects of our journey. Our goal is to promote a minimum of 20 hours of meaningful activities for the parents of

Part D: Parental Engagement Activities

our immigrant learners with topics related to their children’s academic and linguistic growth.

The Family Support Team consists of an administrator, 2 bilingual special education teachers, parent coordinator, guidance counselor, parent association representative and support personnel. Our team will organize and facilitate monthly meetings such as “Technology Training”, "Adult Literacy Classes" and “Helping my child with Homework” ”, along with other activities in order to motivate and keep the parents’ involved. We will also promote workshops, conferences and small group meetings, in which parents and teachers will have the opportunity to report and discuss student progress, attendance and participation level. Our parent coordinator, Mr. Victor Lopez, in collaboration with the 2 teachers, the two main communication links between parents and teachers, will be the key player facilitating parent activities. Our parent coordinator will work closely with the teachers and other school personnel, as well as communicating and contacting parents.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 06M328 School Name: MS328

Cluster: 5 Network: 571

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

Part A: Needs Assessment Findings

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

Upon arrival at our school, all parents are greeted by the Parent Coordinator. Our Parent Coordinator is bilingual, speaking English and Spanish. As 85% of the students/parent population is composed of immigrants from Spanish speaking countries, the Parent Coordinator assists the parent in completing 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. The majority of our parents speak either Spanish or English, therefore, all correspondence to parents about school activities is written both in Spanish and English and other languages, where applicable. There is a small percentage of parents who speak other languages, i.e. French, Arabic, Haitian Creole. We ensure that letters go home to these parents in their native language as well. Additionally, a large number of our staff is able to communicate with our parents in both English and Spanish.

Based on information from the home language survey, information regarding the language the parent speaks and writes is entered into ATS. Our school secretary reviews the data on a regular basis to check on missing or incorrect information in ATS. Information regarding parent language abilities are located in ATS. Our secretary regularly runs a report in ATS which indicates missing information. She is then able to follow up if the parent language is not listed in ATS.

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 indicate that the majority of 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. In the event we might have speakers of other languages i.e. Arabic, French, Haitian Creole, etc., 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.

Part B: Strategies and Activities

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

Once the language of the parent has been determined by the HLIS, our staff communicates in the designated language. Our pupil accounting secretary inputs the necessary information in ATS as part of the biographical information of the student. In addition parents fill out emergency blue cards in their native language.

Based on the trends of our school community, 85 percent of our families speak Spanish as a first language. The other ethnic group we have is of Arabic descent. The school has staff members that are able to communicate in the Arabic language and support the families.

At the beginning of the school year, all parents receive the translated Bill of Parents Rights and Responsibilities. We also have the mandated signs in prominent places in the building regarding translation services.

All official documentation sent to parents is sent in English and Spanish. Written translations will be prepared by school staff. Middle School 328 has bilingual administrators, teachers, paraprofessionals and office staff to prepare translated documents to families.

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.

Middle School 328 has a Parent Coordinator, Guidance Counselors, teachers, paraprofessionals, school aides and administrators who are bilingual. When oral interpretation is needed one of the above mentioned staff members supports parents with oral interpretation in case it is required. Middle School 328 has also staff members who can orally communicate in Arabic, German and French.

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>.

All members of our community are aware of the Bill of Parents Rights and Responsibilities, Safety Plan, CEP, School Report Card and Progress Report. All this information is available in the Parent Coordinator's Office. Parents are greeted by the parent coordinator upon arrival at the school.

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 above mentioned information is also revisited during parent association monthly meetings.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 06	Borough Manhattan	School Number 328
School Name Manhattan Middle School for Scientific I		

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 Olga Quiles	Assistant Principal James Cole
Coach Jeremy Daniel ELA	Coach Blaise Russo Math
ESL Teacher Karen Brown	Guidance Counselor Karen Martinez Smith
Teacher/Subject Area Susana Ramirez/NLA	Parent Madally Encarnacion
Teacher/Subject Area Haydee Montanez/ Math	Parent Coordinator Victor Lopez
Related Service Provider Natividad Villanueva	Other type here
Network Leader(Only if working with the LAP team) L. Guastafarro	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	7	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	7	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	3
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	3	Number of special education teachers with bilingual extensions	3

D. Student Demographics

Total number of students in school (Excluding Pre-K)	294	Total number of ELLs	115	ELLs as share of total student population (%)	39.12%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	115	Newcomers (ELLs receiving service 0-3 years)	42	ELL Students with Disabilities	20
SIFE	12	ELLs receiving service 4-6 years	20	Long-Term (completed 6+ years)	21

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	42	12	0	21	0	0	13	0	0	76
Dual Language	9	0	0	3	0	0	9	1	0	21
ESL	12		2	4	0	0	2	0	0	18

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	63	12	2	28	0	0	24	1	0	115
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							11	16	30					57
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	11	16	30	0	0	0	0	57

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP												
Spanish													7	10	7	22	8	22	22	54
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	7	10	7	22	8	22	22	54											

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>76</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>76</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							15	21	42					78
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic									1					1
Haitian														0
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	15	21	44	0	0	0	0	80

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)							20	24	31					75
Intermediate(I)							4	7	10					21
Advanced (A)							7	2	10					19
Total	0	0	0	0	0	0	31	33	51	0	0	0	0	115

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I							3	7	9				
	A							12	12	19				
	P													
READING/ WRITING	B							10	10	12				
	I							3	7	9				
	A							12	12	19				
	P													

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	18	1		0	19
7	24	1		0	25
8	27	3		0	30
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	19		2		0		0		21
7	28		0		0		0		28
8	45		3		0		0		54
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	19		21		14		4		58
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
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.
The assessment tools that our school uses to assess the early literacy skills of our ELL population include the STAR Accelerated Reader literacy test and the TCRWP Running Records which teachers administer quarterly to track student growth and progress. The STAR test assesses the students' vocabulary levels and the Running Records test for fluency, reading comprehension, and writing ability. Our

students' areas of challenge are reading complex texts, writing and vocabulary acquisition. According to our latest data gathering cycle, the average scaled score on the STAR test for our ELLs classes is around 100, compared to the average scaled score of 550 for our monolingual classes. In order to meet these challenges, our school's ELA instructional plan has been modified so that ELLs are receiving scaffolded instruction at an appropriate entry point. For example, while holding them to the same standards as our monolingual students, ELLs are provided modified texts and curricular supports, in conjunction with the Teachers College curriculum, that meet them at an entry point they can access.

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

Patterns across the NYSESLAT modalities directly affect instructional decisions of the ESL provider, special education service providers and classroom teachers. Instruction can be targeted and designed to meet each student's individual needs. In addition, this data supports our school's goals to further support development of academic language for all of our ELLs and support their writing work through their content area classes.

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](#))

Our students' areas of challenge are reading and writing. Many of the students classified as Advanced on the NYSESLAT have mediocre writing scores, even though they excelled in other areas. Students at the Beginning and Intermediate level also received their lowest test scores in writing. A second area of challenge is reading comprehension; when analyzing long passages, our ELLs have trouble with vocabulary and structure. For some students, speaking is also a challenge; some students struggle with producing appropriate vocabulary and grammatical structures, while others are still in the pre-production stage. Across the board, speaking is one of the students' strongest skill. This hierarchy of skills, with writing being the least developed and speaking the most, is a common one for Spanish-speaking ELLs.

Patterns across the NYSESLAT modalities directly affect instructional decisions of the ESL provider, special education service providers and classroom teachers. Instruction can be targeted and designed to meet each student's individual needs. In addition, this data supports our school goals to further support development of academic language for all of our ELLs and support their writing work through their content area classes.

As a team, school leadership, our ELL provider and support staff review student results on an ongoing basis. We have noticed that our data for the 2012-2013 academic year shows that 50% of our ELLs who took the Mathematics State exam in their own language are approaching grade level and 21% of our ELLs are on grade level or exceeding expectations. In regards to English Language Arts, our ELLs are not on grade level or exceeding expectations. Only 40% of our ELLs are approaching grade level.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The data inquiry team has set upon the task of developing a school culture that generates, analyzes and uses data to better inform our pedagogical practices at MS 328. This has been a multifold process that incorporates every aspect of our school's operation. In addition to tracking our schools' performance on standardized tests, predictives and ITA's, we have begun to analyze our students performance in the classroom, to implement strategies that we feel will assist their academic performance, and to construct a school culture in which teachers collaborate on ways to achieve best practices in our target areas. We also have looked at infrastructural issues that both assist and inhibit our ability to maximize the effects of our strategies. One example of the Data Inquiry team's work with regards to ELLs and the RtI framework is an intervention that was developed in the 2012-2013 school year. Members of the team identified several skills and standards that our ELL population was especially deficient in (i.e. utilizing context clues) and created pre and post-assessments that addressed the specific skills. Teachers then taught the skill during our intervention periods (Success periods) and tracked the students for growth. Those teachers who were found to have successful results in teaching a specific skill were asked to provide professional development to other teachers so that they could in turn reteach the skill to our ELL classes.

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

N/A

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

All ELL students have bilingual / ESL teachers in the content areas. Those teachers, like all teachers at MS 328, follow the workshop model. For ELLs, this means a consistent and predictable classroom structure and the chance to learn in an environment that is calibrated to their needs. Content area classes in Spanish have the same curriculum as those in English, which allows ELLs to access the same level of rigor as

their counterparts in monolingual classes. Teachers meet weekly in grade and subject meetings to look at student work, lesson plan and make necessary amendments to the curriculum.

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?

Middle School 328 has three Dual Language classes. One for the sixth grade, one for the seventh grade and one for eight grade who are bilingual (Spanish/English.) Our EP students acquire academic and social vocabulary in both languages. They are learning language through content-based instruction. Lessons are not translated when switching from one language to the other, rather, students learn language through parallel content. The classroom environments are language rich, always supporting the language development of students through manipulatives, graphs, models, visual aides and technology. Our EP students follow the same curriculum as our monolingual students with accomodations. On going assessment will be both formal and informal. We will use a variety of data such as item analysis, rubrics, portfolio assessments, and standardized test results. Also, cultural awareness will be part of instruction giving students access to community and educational trips. From the analysis of this data, teachers will have the opportunity to review their teaching practices and make the necessary decisions to address students' needs. Our EP's are proficient in both English and Spanish. In comparison to our other student populations in our school, our EP's demonstarte the most success academically.

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

We must ensure that our programs are in fact effective since school districts are being held accountable for their language acquisition (Annual Measurable Achievement Objectives (AMAOs) and knowledge of academic content area (Adequately Yearly Progress (AYP). Aside from analyzing data(NYSESLAT, NYS ELA/Math Test, ELE, Assessments) to evaluate the success of our programs, we also assess our programming for ELL students, keeping in mind that:

- It takes the whole school to address our ELL students. ELL students are within the school and school system, not just in a “program”.
- It takes teachers willing and able to give differentiated instruction to meet the needs of ELL students. ELL students are required to have content area instruction and are in regular classrooms.
- All students will succeed if kept to high expectations. ELL students are not necessarily limited in education.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Parent Program Choice

Admission process of newly enrolled ELLs:

Administer the HLIS, to inform parents of their child's eligibility for ELL services. A copy is kept on file in a binder in our main office in addition to placing the original in the cumulative folder.

School pedagogue (Principal, AP, or teacher) holds an interview with parent and child to explains the Revised Language Assessment Battery State test (LAB-R) and the school's program choices.

Lab-R is administered to the student by Haydee Montañez based on the HLIS. The LAB-R is hand scored and kept on file.

If the student is Spanish-speaking then the Spanish LAB is administered.

All identification procedures are completed with 10 days of initial enrollment.

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.

A DVD is shown to parents on all three programs.

Information is provided on the different ELL programs that are available at M.S. 328.

Parents visit different classes to observe the setting of the class that will address the needs of the child.

Parents complete a parental choice survey in their native language to indicate their language instructional preference.

The Principal, AP, or teacher is present to counsel and/or provide more information to parents regarding their options and choices as parents of ELLs in the New York City School system.

Parent surveys are distributed to by the Principal, AP, or teacher. Selection forms are returned directly to Principal, AP, or teacher.

Child is placed in a program based on parent's choice.

Parent choice is monitored on the ELPC screen in addition to a tracking sheet that monitors parent choice.

Parent Coordinator and school staff keeps permanent communication with parents to inform of school activities and child progress.

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 [\[see tool kit\]](#).)

Parents are offered support in understanding and completing the necessary forms. Our Parent Coordinator works individually with each parent to ensure that the forms are completed and returned. Entitlement and placement letters are kept in a central location for monitoring purposes.

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.

MS 328 is located in the heart of a multicultural community and one of the most densely populated neighborhoods in the country. In Washington Heights most of the students could benefit from a Two-Way Bilingual Program. However, our priority is to serve LEP and EP students who were enrolled in bilingual programs since elementary school. Our goal is to provide these students with further linguistic, academic and cultural knowledge in both languages, English and Spanish.

Parent Notification of Enrollment Requirements: MS 328 strongly believes that parental involvement is a key component in the students' success. With this belief in mind, we send a notification letter to all of the parents of LEP and EP students who are enrolled in the Two-Way Bilingual Program at the beginning of each school year. In the letter which is written in both English and Spanish, they are invited to either learn or share their experiences from the Two-Way Bilingual Program. In addition, the letter informs the parents that they are the ones who decide exactly which program is best for their children.

Manhattan Middle School for Scientific Inquiry firmly believes that the pro-active involvement of a student's family is key to that student's scholastic success. In particular, parental involvement is a critical component in enabling a child to succeed in school. Consequently the highest of priorities is placed on enabling our students' parents and family involvement in the educational process. Manhattan Middle School for Scientific Inquiry is dedicated to empowering families, promoting cultural awareness, and embracing the circumstances of its family's lives. Manhattan Middle School for Scientific Inquiry will accomplish this through a number of specific instruments. As part of the communication process with parents, a DVD is shown to parents on all three programs in their native language. Information is provided on the different ELL programs that are available at M.S. 328.

Parents visit different classes to observe the setting of the class that will address the needs of the child.

Parents complete a parental choice survey in their native language to indicate their language instructional preference.

The Principal, AP, or teacher is present to counsel and/or provide more information to parents regarding their options and choices as parents of ELLs in the New York City School system.

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.

Administration of the NYSESLAT exam follows the New York State mandates and is administered by a licensed ESL provider.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

At M.S. 328, we offer parents and students the following models:

- Bilingual Transitional (Beginners) 40 % English – 60% Spanish
- Bilingual Transitional (Intermediate) 50 % English – 50% Spanish
- Bilingual Transitional (Advanced) 75 % English – 25% Spanish
- ESL
- Bilingual Special Education (As per IEP and language needs)
- Dual Language 50% in English and 50% in Spanish

Transitional Bilingual Program(Beginners and Intermediate):

- The NYSESLAT and/or the LAB-R scores will be used as an indicator to place students in terms of their proficiency level in English. This information will determine in which class students will be placed. Differentiated instruction as per needs of each individual or groups will be based on student's English and native language proficiency and academic achievement.
- ESL and Native Language Arts programs will accommodate strategies for improving instruction and student performance using the components of the Comprehensive Approach to Balanced Literacy/Mathematics and is in alignment with the NYC and NYS Native Language Arts, English as a Second Language Standards, and the National Council of Teachers of Mathematics Standards. To support this implementation, the school will have ESL, Spanish, Bilingual Special Education, Bilingual Math and Bilingual Science teachers as well as a bilingual guidance counselor.
- We project to implement research-based the Transitional Bilingual Education (TBE) Program as delineated by the New York City Department of Education. In this TBE program, students will receive academic instruction in both English and Native Language Arts, their native language.
- In addition all transitional bilingual education students will participate in the Accelerated Reader and Accelerated Math Programs in English and Spanish.

ESL Program:

Students whose parents opted for ESL receive the following services:

- Pull-out ESL services for beginning level students (out of classroom/small groups)
- Push-in services for intermediate and advanced level students (collaborative teaching)
- Students will be organized in classes by levels determined by the LAB-R and/or NYSESLAT results. Beginning and intermediate students receive 2 units or 360 minutes of ESL/week and advance level students receive 1 unit or 180 minutes of ESL/week (consistent with CR Part 154 units of ESL requirements.)
- ESL instruction is aligned to The NYS Learning Standards for English as a Second Language: The Teaching of Language Arts to Limited English Proficient/English Language Learners.
- Classroom teachers will use ESL strategies to deliver academic content area instruction and provides additional support for students.

Bilingual Special Education Program

- The IEP will be used as an indicator to place students in terms of their learning capabilities and English abilities. Differentiated instruction as per needs of each individual or groups will be based on student's English and native language proficiency and academic achievement.
- ESL and Native Language Arts programs will accommodate strategies for improving instruction and student performance using the components of the Comprehensive Approach to Balanced Literacy/Mathematics and is in alignment with the NYC and NYS Native Language Arts, English as a Second Language Standards, and the National Council of Teachers of Mathematics Standards. To support this implementation, the school will have ESL, Spanish, Bilingual Special Education, Bilingual Math and Bilingual Science teachers as well as a bilingual guidance counselor.
- In addition all above mentioned strategies, bilingual special education students will participate in the Accelerated Reader and Accelerated Math Programs in English and Spanish.

Dual Language Program:

- In September 2013-14 Middle School 328 will have three Dual Language classes. One for the sixth grade, one for the seventh grade and one for eight grade who are bilingual (Spanish/English.)
- Middle School 328 designed a comprehensive language allocation policy for the Dual Language class which addresses the need of continuity of the program as well as the academic needs of each student. Eighty percent of the teachers for this class are bilingual and speak Spanish. Furthermore, a bilingual math teacher will support mathematics instruction.
- In addition to the core curriculum, Middle School 328 offers electives in Advanced Spanish, Journalism and Media Literacy. These electives will be open to the Dual Language students.
- Also, Middle School 328 offers after school programs and Saturday Academy in which language needs are addressed as part of its design.
- In order to accommodate their needs, their instructional program has been designed in terms of the following language allocation: 50% English - 50% Spanish. The Language Allocation program for Dual Language has been designed to serve students on a weekly basis.

Based on review of the parent choice surveys that were returned by parents of newly arrived students, the trend for parent choice continues to be the transitional bilingual program. This has been the pattern at M.S. 328 for the past 9 years because the families

are satisfied with the current ELL services and supports at our school.

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])?

TBE Program

Beginning English Language Learners, many of whom are new arrivals to the United States, receive instruction in Spanish for 60% of the time and in English for 40% of the time. All classes but ESL and electives are taught in Spanish.

During the course of the year, we adjust this ratio. As students begin to reach Intermediate proficiency, their content-area learning incorporates more English by using differentiated instruction, project based learning activities as well as language development in the content area including word strategies. They also have the opportunity to participate in after-school English classes given by their teachers.

Intermediate Ells

In January, the Spanish-English ratio for former Beginning English learners changes to 50:50; they begin learning science in English. They continue to take Spanish Language Arts five times a week.

In March, the Spanish-English ratio changes again: students learn both Spanish and Science in English, so the ratio becomes 40% Spanish and 60% English. As students begin to reach advanced proficiency, their content-area learning incorporates more English by using the strategies outlined above. They also have the opportunity to participate in after-school English classes given by their teachers.

Advanced Ells in Bilingual Classes

Advanced English Language Learners have a 75:25 English:Spanish ratio. All of their content-area instruction is in English, and their Communication Arts classes follow city and regional curricular guidelines with some added language supports. To continue to support their native language development, MS 328 offers these students 160 minutes of after-school enrichment in Spanish.

Freestanding ESL

Freestanding ESL program is designed to provide ESL support to ELLs, through our push-in and pull-out programs, as they transition into monolingual classes. Because parents of students have the option of choosing bilingual or monolingual classes, this group of students is quite heterogeneous, ranging from students who read at a second grade level to those at a sixth grade level. Facility in listening and fluency in speaking English is what they have in common. All of our ELLs are clustered within one class; 100% of the lessons are in English. In order to provide support for the language needs of the students, they have an ESL teacher who co-teaches and collaborates with the subject area teacher.

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

Dual Language

In September 2005 Middle School 328 began a Dual Language class for the first time. This was the 2005 class that graduated from Elementary School 28. Students in this class had been together since Kindergarten and 17 of them started grade 6 at Middle School 328.

Middle School 328 designed a comprehensive language allocation policy for the Dual Language class which addresses the need for program continuity as well as the academic needs of each student. Eighty percent of the teachers for this class are bilingual and speak Spanish. In addition to the core curriculum, Middle School 328 offers electives in Advanced Spanish, Journalism and Media Literacy. These electives will be open to Dual Language students. Also, Middle School 328 offers after-school programs and Saturday Academy in which language needs are addressed as part the program's design.

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

The classes travel together in Block classes and the student groups are Heterogeneous. The staff of M.S. 328 makes modifications to teacher schedules to comply with the state mandates and to support and help meet the needs of our ELLs as mandated by CR Part 154.

Beginners (60% NL & 40% English)

SUBJECT	MINUTES	X PER WEEK	LANGUAGE	MIN. PER WEEK NL	MIN PER WEEK ENG
NL Reading Workshop	45	2	NL	90	
NL Writing Workshop	45	3	NL	135	
ESL Reading Workshop	45	4	English		180
ESL Writing Workshop	45	4	English		180
Mathematics Workshop	45	8	NL	360	
Science 45	4	NL		180	
Social Studies	45	4	NL	180	
Music, Gym, Technology	45	5	English		225

Intermediate (50% NL & 50% English)

SUBJECT	MINUTES	X PER WEEK	LANGUAGE	MIN. PER WEEK NL	MIN PER WEEK ENG
NL Reading Workshop	45	2	NL	90	
NL Writing Workshop	45	3	NL	135	

ESL Reading Workshop	45	4	English	180
ESL Writing Workshop	45	4	English	180
Mathematics Workshop	45	8	NL	360
Science 45	4	English	180	
Social Studies	45	4	NL	180
Music, Gym, Technology	45	5	English	225

Advanced (25% NL & 75% ESL)

SUBJECT	MINUTES	X PER WEEK	LANGUAGE	MIN. PER WEEK NL	MIN PER WEEK ENG
NL Reading Workshop	45	2	NL	90	
NL Writing Workshop	45	3	NL	135	
ESL Reading Workshop	45	4	English	180	
ESL Writing Workshop	45	4	English	180	
Mathematics Workshop	45	8	English	360	
Science 45	4	English	180		
Social Studies	45	4	English	180	
Music, Gym, Tutorials, Technology	45	5	English	225	
Afterschool Enrichment	90	1	NL	90	

Beginners

Bilingual teachers in all content areas. ESL classes with 2 teachers Push-in, Pull out, team teaching.

In the 2nd phase, ESL teachers push-in in the content area.

NLA	NLA, Math, Sci, SS	NLA, Math, SS
English	ESL, Arts, Technology	ESL, Arts, Technology, Sci

Intermediate

Bilingual teachers in all content areas. ESL classes with 2 teachers Push-in, Pull out, team teaching 50% and 50% in content area..

In the 2nd phase, ESL teachers push-in in the content area. 80% and 20% in ESL

NLA	NLA, Math, SS	NLA
English	ESL, Arts, Technology, Sci	ESL, Arts, Technology, Sci. Math, SS

Advanced

Bilingual teachers in all content areas. ESL classes with 2 teachers Push-in, Pull out, team teaching 20% and 80% in content area..

In the 2nd phase, ESL teachers push-in in the content area. 80% and 20% in Communication Arts.

NLA	NLA, NLA
English	ESL, Arts, Technology, Sci. Math, SS All in English

ESL

All classes will be in English. ELL students will receive ESL services in the content area as per their level of proficiency.

English All Content Areas

Dual Language

Subjects/Activities	Total Weekly Periods	English	Spanish
Literacy/ NLA-Spanish	12	60%	40%
Math 8	100%		
Science 5	50%	50%	
Social Studies 4	50%	50%	
Art 1	100%		
Tech 1	50%	50%	
Advance Spanish (elective)4		100%	
Journalism (elective) 2	50%	50%	
Media Literacy (elective) 2	50%	50%	
After School Activities	10 Hours a week	40%	60%
Mathematics			
Language Arts			

Music
Sports
Saturday Academy 4 Hours every Saturday
Mathematics
Language Arts (English and Spanish)

Sample of ELL Students' Schedule - Advanced Class

Official Class 621

Teacher Guilamo MANHATTAN MIDDLE SCHOOL FOR SCIENTIFIC INQUIRY

Room 121

MS 328

DAYS	1	2	3	4	5	6	7	8
	SS	MATH	MATH	GYM B	Lunch	SPAN	ESL	ESL
MONDAY	Camach	Guilam	Guilam	BOYS	0	Ramir	Camach	Camach
	121	121	331	0	105	105	105	
	SS	SPAN	MATH	GYM B	Lunch	MUSIC	ESL	ESL
TUESDAY	Camach	Ramir	Guilam	GIRLS	0	Klapach	Camach	Camach
	105	105	121	331	0	105	105	105
	SCI	SCI	SPAN	ESL	Lunch	MATH	MATH	GYM B
WEDNESDAY	Tapia	Tapia	Ramir	Camach	0	Guilam	Guilam	BOYS
	121	121	105	105	0	121	121	331
	SCI	SCI	ESL	SS	Lunch	GYM B	SPAN	MATH
THURSDAY	Tapia	Tapia	Camach	Camach	0	GIRLS	Ramir	Guilam
	121	121	105	105	0	331	121	121
	SS	SPAN	MATH	MATH	Lunch	ESL	ESL	SCI
FRIDAY	Camach	Ramir	Guilam	Guilam	0	Camach	Camach	Tapia
	105	105	121	121	0	105	105	121

Reduced Class Size

We will continue supporting the language needs of the students by reducing class size as much as possible through creative programming. For example, since our inception, we were able to place all of our students in small enrichment classes based on their areas of need. Those classes had an average size of twelve students per group, which allowed teachers to provide personalized attention and feedback; helping children to excel in challenging academic subjects.

In addition, utilizing pull-out instructional models has enabled us to effectively reduce the size of content-area classes for ELLs in both bilingual and monolingual settings.

Instructional approaches and methods used to enrich language development and make content comprehensible include: text rich environments, use of various graphic organizers, vocabulary support using the ExC-ELL model, guided reading, differentiated texts to support different reading levels, think-pair-share, the writing process, journal writing. Teachers follow the Inquiry Model for their lessons.

Spanish Language Arts

Spanish Language Arts follows the workshop model and Communication Arts curriculum; for example, when monolingual students are writing feature articles in English, ELLs are doing the same in Spanish. All students in bilingual classes receive five periods of Spanish Language Arts per week. The ELE examination is given to these students. In addition, students who are unable to understand the English version of the Math and/or Science State Exams are given these exams in their native language.

Flexible grouping based on continuous assessment is at the heart of these approaches. Each student will have a standards-based ESL portfolio which will reflect his or her progress in using English throughout the year and help us make necessary adjustments to the LAP. We will also draw upon WRAP and NYSESLAT assessments, running records, and item analyses in placing students and moving them to more advanced groups. In the school year 2011-2012 we expect to have at least 10% of our students moving to monolingual classes.

Our school is presently staffed with certified teachers who are experienced in utilizing the balanced literacy and workshop models, are experts in their subject areas, and are computer literate. During our summer institute, we developed and designed the necessary plans to help teachers augment their skills so that they will all begin using ESL teaching strategies within all content area lessons to meet the individual needs of our ELL children.

We believe in integrating language-support activities into all aspects of our school, and therefore, all of the school personnel will be trained in ESL methodologies. Content-area teachers will be certified in Bilingual or ESL Education in addition to their subject area certifications. Teachers also participated in a ten-hour ESL workshop at the beginning of the school year and will receive ongoing professional development in multicultural education, parental involvement strategies, and other areas relevant to the success of English Language Learners.

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.

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4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Our ELL students are appropriately evaluated in their native language through formal and summative assessments, class tests, and the ELE.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
All ELL students have bilingual / ESL teachers in the content areas. Those teachers, like all teachers at MS 328, follow the workshop model. For ELLs, this means a consistent and predictable classroom structure and the chance to learn in an environment that is calibrated to their needs. Content area classes in Spanish have the same curriculum as those in English, which allows ELLs to access the same level of rigor as their counterparts in monolingual classes.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

The Manhattan Middle School for Scientific Inquiry, MS 328, offers a rich educational environment that strives to prepare middle school students to become lifelong learners and engaged members of society. A fundamental part of our school teaching philosophy includes high expectations for all students. With a population of about 60% ELL Spanish speaking students from which 25% are either SIFE or LTE

students, it is our responsibility to provide a high quality standard-based education. In order to successfully achieve this goal, we have taken a variety of initiatives to accelerate language and academic learning for our ELL community, in particular, the SIFE and LTE students. These include programs such as the Accelerated Reader, ExC-ELL, and Great LEAPS. By implementing these programs during the past three years, we have targeted and addressed the needs of our students by providing them with differentiated academic and linguistic instruction. The ExC-ELL Pilot Program has been our best resource in properly serving our SIFE and LTE students. ExC-ELL focuses on reading strategies, vocabulary study and assessment data. This program has shown impressive results in progressing beginning and fossilized ELL students to an intermediate level of academic language acquisition. Also, during regular class instruction, as well as in our Saturday Academy and the after-school program, we will target students' English language development with ELLIS for Kids, a computer-assisted ESL intervention program that is based upon research on the importance of creating relevant, accountable, and culturally appropriate language learning experiences for Ells. ELLIS helps students improve their writing, speaking, listening and reading skills, combining audio, video, voice recording, and native language instruction to create an engaging and results-driven environment. By providing rich, varied representation of content, the program provides "comprehensible inputs" that have been proven to impact positively on school success.

Native Language Arts

The Native Language Arts program accommodates strategies for improving instruction and student performance using the components of the Comprehensive Approach to Balanced Literacy. To support this implementation, the school will have a part time bilingual professional developer, and Spanish Language Arts teachers. We will be implementing a research-based Transitional Bilingual Education (TBE) Program as delineated by the New York City Department of Education. In this TBE program, students will receive academic instruction in both English and Spanish, their native language. According to the city and state guidelines, student with a beginner level of English proficiency will spend 40% of their time in English language development and 60% of their time they will receive instruction in the native language. English language development is supported through ESL or English Language Arts, as well as participation in English enrichment classes such as Art, Music, Computer Lab and Physical Education. Any content area instruction in English utilizes ESL methodologies and other supports. In order to help students meet and exceed City and State performance standards, administrators, teachers, students, and parents will be involved in data-driven approach. On going assessment will be both formal and informal. We will use a variety of data such as item analysis, rubrics, portfolio assessments, and standardized test results. Also, cultural awareness will be part of instruction giving students access to community and educational trips. From the analysis of this data, teachers will have the opportunity to review their teaching practices and make the necessary decisions to address students' needs.

Resources & Support

MAPPS: (Math and Parents Partnership) The Math and Parents Partnership (MAPP) software education program will serve parents and students to develop and enhance their mathematical concepts and understanding. This program will also be part of the Parent Family Literacy Program. This math program provides on going assessment tools on parents and student's progress. In addition, this program will help parents tremendously for preparing for GED. This program provided instruction in English and Spanish for LEP and ELL students.

ExC-ELL: The Expediting Comprehension for English Language Learners software provides literacy instruction for parents and students in English and Spanish. Families and students develop their word knowledge, basic reading skills (fluency), comprehension of classroom texts, discussion skills, grammatical knowledge, spelling and writing skills. This program will be part of the Parent Literacy Program. Overall, this program will enrich families and students literacy skills as it offers many approaches to reading in content areas by applying Bloom's taxonomy of cognitive processes. This program engages students with text as instructions are given step-by-step providing on going assessment of parents and students progress.

ELLIS: MS.328 will adopt widespread use of Ellis Academic 3.0, which combines audio and video, role-playing, and native-language support to teach a variety of English proficiency levels. Ellis will be made available via the CFRC and will also be available, and staff and volunteers will be trained on how best to use and monitor use of the program. Ellis is scientifically based with a record of results, and should help encourage and reward parental involvement

Saturday Academy: Saturday academy will help serve parents who have a hectic schedule and can only attend Saturday's GED program. The CFRC will be a learning place for parents and students who will have access to MAPP, ExC-ELL, Accelerated Reader and Ellis. Parents and students will be trained on how to use these various software applications and academic progress.

Supporting Former ELLs

Transitioning ELLs are provided with testing accommodations such as time extension, separate location, bilingual glossaries, and third reading during the ELA examination.

Activities and After-School Clubs

Our ELL population participates in various activities at M.S. 328. During the school day students participate in activities such as town halls, video conferences, sustainability projects, and advisories. Beyond the area of academics we offer after school activities such as Art Club, Technology Club, Basketball, and Cheerleading to name a few.

Newly Arrived ELLs/SIFE

A newly arrived student is paired up with a native speaker who also speaks English in order to assist the new student in adapting to a new country and school culture.

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?

Our school is presently staffed with certified teachers who are experienced in utilizing the balanced literacy and workshop models, are experts in their subject areas, and are computer literate. During our summer institute, we developed and designed the necessary plans to help teachers augment their skills so that they will all begin using ESL teaching strategies within all content area lessons to meet the individual needs of our ELL children.

We believe in integrating language-support activities into all aspects of our school, and therefore, all of the school personnel will be trained in ESL methodologies. Content-area teachers will be certified in Bilingual or ESL Education in addition to their subject area certifications. Teachers also participated in a ten-hour ESL workshop at the beginning of the school year and will receive ongoing professional development in multicultural education, parental involvement strategies, and other areas relevant to the success of English Language Learners.

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?

Flexible grouping based on continuous assessment is at the heart of these approaches. Each student will have a standards-based ESL portfolio which will reflect his or her progress in using English throughout the year and help us make necessary adjustments to the LAP. We will also draw upon WRAP and NYSESLAT assessments, running records, and item analyses in placing students and moving them to more advanced groups. In the school year 2013-2014 we expect to have at least 10% of our students moving to monolingual classes.

Courses Taught in Languages Other than English ⓘ

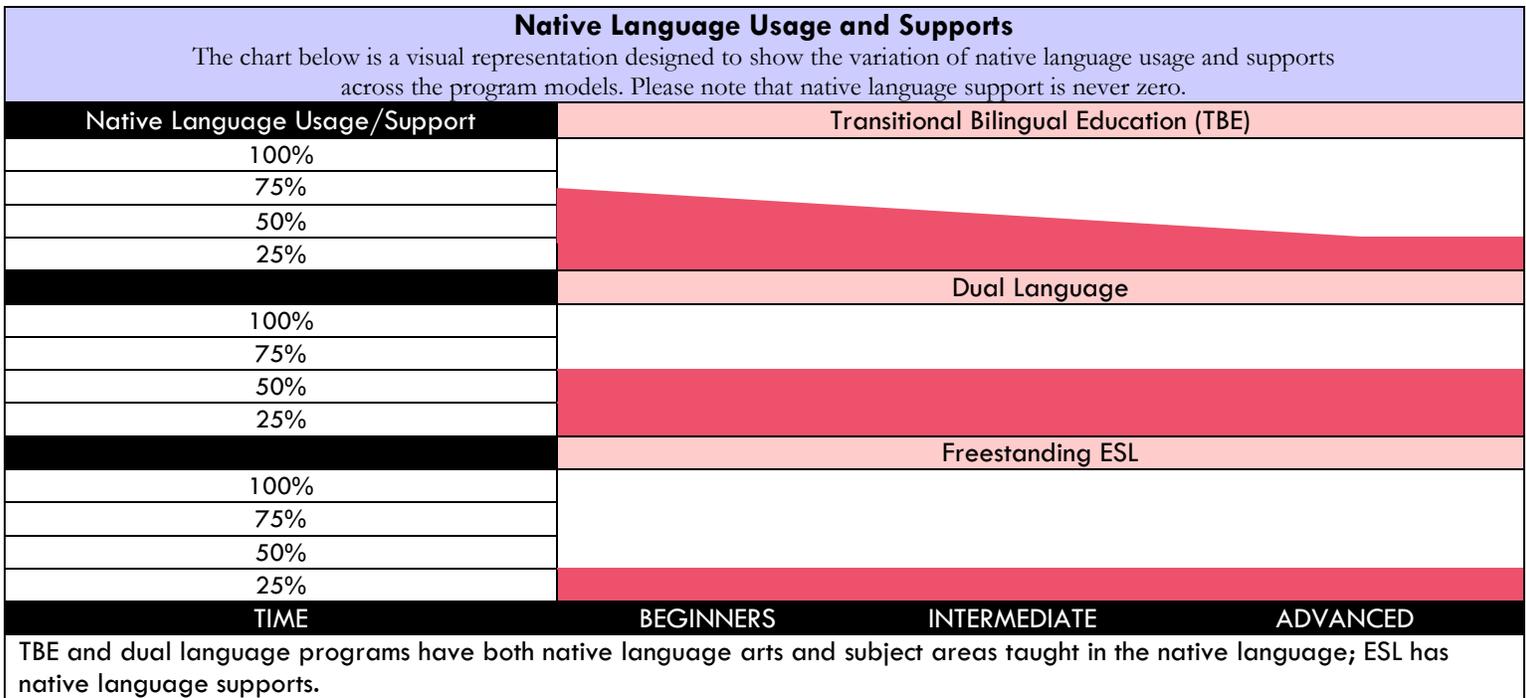
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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:			
Social Studies:			
Math:			
Science:			

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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.

MS 328 offers a rich educational environment that strives to prepare middle school students to become lifelong learners and engaged members of society. A fundamental part of our school teaching philosophy includes high expectations for all students. With a population of about 60% ELL Spanish speaking students from which 25% are either SIFE or LTE students, it is our responsibility to provide a high quality standard-based education. In order to successfully achieve this goal, we have taken a variety of initiatives to accelerate language and academic learning for our ELL community, in particular, the SIFE and LTE students. These include programs such as the Accelerated Reader, ExC-ELL, and Great LEAPS. By implementing these programs during the past three years, we have targeted and addressed the needs of our students by providing them with differentiated academic and linguistic instruction. The ExC-ELL Pilot Program has been our best resource in properly serving our SIFE and LTE students. ExC-ELL focuses on reading strategies, vocabulary study and assessment data. This program has shown impressive results in progressing beginning and fossilized ELL students to an intermediate level of academic language acquisition. Also, during regular class instruction, as well as in our Saturday Academy and the after-school program, we will target students' English language development with ELLIS for Kids, a computer-assisted ESL intervention program that is based upon research on the importance of creating relevant, accountable, and culturally appropriate language learning experiences for ELLs. ELLIS helps students improve their writing, speaking, listening and reading skills, combining audio, video, voice recording, and native language instruction to create an engaging and results-driven environment. By providing rich, varied representation of content, the program provides "comprehensible inputs" that have been proven to impact positively on school success.

Native Language Arts

The Native Language Arts program accommodates strategies for improving instruction and student performance using the components of the Comprehensive Approach to Balanced Literacy. To support this implementation, the school will have a part time bilingual professional developer, and Spanish Language Arts teachers. We will be implementing a research-based Transitional Bilingual Education (TBE) Program as delineated by the New York City Department of Education. In this TBE program, students will receive academic instruction in both English and Spanish, their native language. According to the city and state guidelines, student with a beginner level of English proficiency will spend 40% of their time in English language development and 60% of their time they will receive instruction in the native language. English language development is supported through ESL or English Language Arts, as well as participation in English enrichment classes such as Art, Music, Computer Lab and Physical Education. Any content area instruction in English utilizes ESL methodologies and other supports.

In order to help students meet and exceed City and State performance standards, administrators, teachers, students, and parents will be involved in data-driven approach. On going assessment will be both formal and informal. We will use a variety of data such as item analysis, rubrics, portfolio assessments, and standardized test results. Also, cultural awareness will be part of instruction giving students access to community and educational trips. From the analysis of this data, teachers will have the opportunity to review their teaching practices and make the necessary decisions to address students' needs.

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 will assess our program through a number of methods. First, the students will show improvement on their report cards. We expect to see improvement on teacher - made assessments, as well as unit tests. Students will be able to monitor their own progress through the use of the Accelerated Reader and Accelerated Math and River Deep Programs. Furthermore, we expect to see improvement in the State 6th, 7th and 8th grade mathematics exam, as well as on the NYSESLAT test. For those students who are eligible, we expect to see an improvement on the ELA exam as well.

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

Through Project Arts, we will integrate the visual arts and music into education, providing students with the opportunity to improve their language skills in an authentic and engaging setting.

In addition, all bilingual students have access to technology to enhance their learning in all the content areas. Already, students have learned how to use computers for research and writing, and have interacted with English instructional materials via the World Wide Web. We are also providing students with adaptive software and electronic dictionaries.

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

Paste response to question here:

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

building.

All our students have equal access to all of our school programs. In both our after school program and our Saturday Academy, we target our ELL students' English skills development. For this purpose, we will use ELLIS. ELLIS for KIDS (English Language Learning Instruction) is a technology-based ESL intervention program, which builds vocabulary and literacy. It combines audio, video, voice recording, and native language instruction to support and create an engaging, research-based environment for every level of English language acquisition. This program can be used to enhance second language acquisition. We are also implementing the ExC-ELL program which focuses on vocabulary development as well as the Accelerated Reader Program and the Accelerated Math Program.

We will also target mathematics for our ELL's across the grades. A bilingual math teacher will provide small group instruction to focus on problem solving skills and multiple representations in math. Students will deconstruct word problems with ESL methodologies, so that they may improve their English skills. We will also use the River Deep and Accelerated Math programs. These programs allow teachers to customize lessons according to students' individual needs.

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

Our ELL's are supported through the use of smartboards in every classroom, laptops, ipads, Accelerated Reader and accelerated Msth Programs, ELLIS, and MyOn virtual library.

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

Paste response to question here: Native Language Arts

The Native Language Arts program accommodates strategies for improving instruction and student performance using the components of the Comprehensive Approach to Balanced Literacy. To support this implementation, the school will have a part time bilingual professional developer, and Spanish Language Arts teachers. We will be implementing a research-based Transitional Bilingual Education (TBE) Program as delineated by the New York City Department of Education. In this TBE program, students will receive academic instruction in both English and Spanish, their native language. According to the city and state guidelines, student with a beginner level of English proficiency will spend 40% of their time in English language development and 60% of their time they will receive instruction in the native language. English language development is supported through ESL or English Language Arts, as well as participation in English enrichment classes such as Art, Music, Computer Lab and Physical Education. Any content area instruction in English utilizes ESL methodologies and other supports.

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

MAPPs: (Math and Parents Partnership) The Math and Parents Partnership (MAPP) software education program will serve parents and students to develop and enhance their mathematical concepts and understanding. This program will also be part of the Parent Family Literacy Program. This math program provides on going assessment tools on parents and student's progress. In addition, this program will help parents tremendously for preparing for GED. This program provided instruction in English and Spanish for LEP and ELL students.

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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.

Paste response to question here: Before the school year begins, an Open House is scheduled with parents and students to discuss:Flexible scheduling of courses and students

- Careful staffing plus targeted professional development
- Basic literacy development materials for adolescents

and reading interventions adapted for English language learners

- Content area instruction to fill gaps in educational backgrounds
- Extended time for instruction and support (e.g., after school, Saturday, and summer programs)
- Connections with families and social services
- Diagnostics and monitoring of student data
- Transition measures to ease newcomers into the regular school program

18. What language electives are offered to ELLs?

English

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)?

In September 2005 Middle School 328 began a Dual Language class for the first time. This was the 2005 class that graduated from Elementary School 28. Students in this class had been together since Kindergarten and 17 of them started grade 6 at Middle School 328.

Middle School 328 designed a comprehensive program for the Dual Language class which addresses the need for program continuity as well as the academic needs of each student. Eighty percent of the teachers for this class are bilingual and speak Spanish. In addition to the core curriculum, Middle School 328 offers electives in Advanced Spanish, Journalism and Media Literacy. These electives will be open to Dual Language students. Also, Middle School 328 offers after-school programs and Saturday Academy in which language needs are addressed as part the program's design.

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.

Middle School 328 provides ESL strategies professional development sessions to the entire faculty during our Summer Institute, Professional Development days, Faculty Conferences, weekly grade and subject area meetings. This year we provided training to the entire staff in the use of ExC-ELL practices, Achieve 3000, Multicultural Awareness, and Literacy Circles. In addition, special education teachers and paraprofessionals have received training in Rigor and Wilson. The accumulated amount of professional development in Bilingual practices exceeds the mandated 7.5 hours.

Professional Development Plan: Manhattan Middle School for Scientific Inquiry demands that its staff serve as quality role models for the student body. MS 328 requires that each staff member submit a professional development plan on a 1-year and 3-year basis. These plans will be developed in collaboration with the curriculum director and principal.

Technology Training: Teachers of Manhattan Middle School for Scientific Inquiry will need ongoing training on how to use MAPP, ExC-ELL, Ellis and Accelerated Reader. In addition, teachers effectively need to learn how to track students academic progress. The training will include: how to use technology for individualized instruction and assessment and how to use reports for intervention and program monitoring; how to use curriculum content to address specific state standards.

ELA Organizations: MS 328 will be an affiliate of the National Council of La Raza (NCLR). As such, MS 328 will have access to all the professional development workshops offered by NCLR. Additionally, affiliations with the National Association of Bilingual Educators (NABE) and the National Clearinghouse for English Language Learners (NCELA) will afford the staff's access to myriad of other resources for professional development. Both of these organizations also sponsor nation-level conferences for bilingual educational staff. The Center for Student Support Services (CSSS) is also available as a resource.

University Partnerships: Manhattan Middle School for Scientific Inquiry maintains a relationship with Columbia University, City College of New York, Lehman College of New York, and a variety of other post-secondary institutions which offer graduate level programs in bilingual education. This will significantly enhance the professional development opportunities available to our staff. Furthermore, MS 328 will have the capability to serve as a "real-world" resource for those institutions of higher learning.

Goals and Objective for Staff Development

Goal: Provide intensive, sustained, professional development

Objective: 1. Conduct on site training sessions for all participating instructional staff on how to use the teaching system

Objective: 2. Conduct on site training sessions for all participating instructional staff on accepting student reports

Objective: 3. Conduct on site training sessions for all participating instructional staff on how to use MAPP, ExC-ELL, Ellis, AR

Objective: 4. Conduct on site training sessions for all participating instructional staff on how to use new educational software learned from workshops attended.

MS 328 Data Inquiry Team

The data inquiry team has set upon the task of developing a school culture that generates, analyzes and uses data to better inform our pedagogical practices at MS328. This has been a multifold process that incorporates every aspect of our school's operation. In addition to tracking our schools' performance on standardized tests, predictives and ITA's, we have begun to analyze our students performance in the classroom, to implement strategies that we feel will assist their academic performance, and to construct a school culture in which teachers collaborate on ways to achieve best practices in our target areas. We also have looked at infrastructural issues that both assist and inhibit our ability to maximize the effects of our strategies.

Staff Professional Development hours are tracked by the Principal using a database to ensure that all requirements are met.

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?

Paste response to questions here: MS 328 communicates with parents in Spanish and English. We currently use in house personnel to translate documents, such as parent letters, containing school information into Spanish. Translation services and language interpreters are always available to assist parents with documents, questions or any concerns that they may have. Parents are offered workshops so that they are able to help their children (ie: aris parent link, language acquisition, math, and technology workshops). With the partnership of Computers for Youth, parents are trained on how to operate a computer, navigate the WEB and how to look for instructional activities for their children. Our Parent Coordinator organizes activities such as open houses for the parents of existing students, cultural celebrations, and fundraisers. Parents are asked what types of workshops and activities they would like to participate at M.S. 328.

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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01