

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):	02M131
School Name:	M.S. 131
Principal:	PHYLLIS TAM

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Dr. Sun Yat Sen Middle School School Number (DBN): 02M131
Grades Served: 6, 7, 8
School Address: 100 Hester Street Manhattan NY 10002
Phone Number: 212-219-1204 Fax: 212-925-6386
School Contact Person: Connie Spadafora Email Address: cspadaf@schools.nyc.gov
Principal: Phyllis Tam
UFT Chapter Leader: Linda Tom
Parents' Association President: Yu Tiang Huang
SLT Chairperson: Linda Tom
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Li Zhou Yu
Student Representative(s): N/A

District Information

District: 02 Superintendent: Bonnie Laboy
Superintendent's Office Address: 333 7th Avenue Room 713, New York, New York 10017
Superintendent's Email Address: Blaboy@schools.nyc.gov
Phone Number: 212-356-3739 Fax: 212-356-7514

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Avenue Manhattan NY 10001
Director's Email Address: YChu@schools.nyc.gov
Phone Number: 917-705-5856 Fax: 9173391765

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Phyllis Tam	*Principal or Designee	
Linda Tom	*UFT Chapter Leader or Designee	
Yu Tiang Huang	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
Li Zhou Yu	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Alice Liu	Member/ Parent	
Xiao Yan Tam	Member/ Parent	
Qiu Xiou Li	Member/ Parent	
Alison Weinberg	Member/ Teacher	
Jason Adoniz	Member/ Teacher	
Erica Wong	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

At Dr. Sun Yat Sen Middle School 131, we are dedicated to serve all students in a whole child approach. We learn about each student's academic and socio-emotional needs and guide them in their crucial middle school journey by providing a warm and nurturing learning environment with high support of social emotions to reach their potentials. As a result, they will emerge to be curious life-long learners and independent thinkers motivated by the pursuit of academic excellence and social responsibilities.

Our mission is to prepare students to reach their highest potential through a rigorous and authentic curriculum. Our school inspires students through academics, arts, and technology, to explore, create and achieve. Staff, students and parents are part of a larger community whose responsibility is to provide a safe and supportive environment for all to succeed. MS 131 offers a unique learning environment with a distinct philosophy to develop their critical thinking and problem solving skills in three habits:

Explore : Be curious. Be imaginative. To explore is to delve deeper into what you are curious about in order to create new thinking and connections.

Create : Be inventive. Be innovative. To create is to make an ingenious product that illustrates and reflects your new thinking and connections.

Achieve : Be accomplished. Be attained. To achieve is to carry out your effort, despite difficulty, in a way that you are proud of what you have created.

To support our diverse learners, MS 131 offers innovative courses that provide high academic challenges so that all students, including 45% of English Language Learners and 23% of Students with IEPs, will be held responsible to make connections through meaningful rigorous course work. Other than the core content area classes, students will be also exposed with art, music, dance, foreign language and enrichment classes. Students are required to perform at least 20 hours of community services each year. Partnerships are formed with the intention of connecting the learning with the world of work and community services. They include Urban Advantage Middle School Science Initiative, Third Street Music, Urban Arts Partnership, Hester Street Collaborative, NYC Parks Department, YMCA, Big Brothers and Sisters, and other local community based organizations.

In reference to the Framework for Great Schools, we, at MS 131, invest a great deal of effort in creating a supportive, safe and nurturing learning environment where students can focus on their learning and continue to foster their own individualities. Such supportive environment is built through the strong collaboration among teachers and school staff. The teaching staff is committed to provide high quality of instruction to our diverse student population by tailoring their instruction to meet the different learning needs in our community. Teachers and staff value the professional learning opportunities and use each other as resources. As a result, trust is developed by all the stakeholders as we work toward the shared goal of improving student outcomes, preparing them for success in school and beyond. Respect is built among students, school staff, parents and administrators that we value each other.

We will continue to challenge our students with rigorous instruction. In this school year, the focus of designing tiered tasks with assessment in mind will guide the active learning in the classrooms. Students will engage and interact with meaningful tasks as a way to deepen their understanding.

As a school, we believe the saying of “It takes a village to raise a child.” Our success can only be obtained if all the stakeholders (students, parents, community members, staff, teachers, and administrators) work together to achieve the goal of educating our future generations.

02M131 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	410	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	16
Types and Number of Special Classes (2014-15)					
# Visual Arts	18	# Music	18	# Drama	N/A
# Foreign Language	3	# Dance	19	# CTE	N/A
School Composition (2013-14)					
% Title I Population	89.4%	% Attendance Rate			95.8%
% Free Lunch	89.9%	% Reduced Lunch			7.0%
% Limited English Proficient	45.4%	% Students with Disabilities			23.4%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			9.9%
% Hispanic or Latino	14.6%	% Asian or Native Hawaiian/Pacific Islander			75.1%
% White	0.2%	% Multi-Racial			0.2%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	7.34	# of Assistant Principals (2014-15)			N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			4.73
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	14.9%	Mathematics Performance at levels 3 & 4			47.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			71.1%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			NO
White	N/A	Multi-Racial			NO
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Quality Review from 2013-2014 and Principal Performance Review feedback from 2014-2015 both revealed evidence that teaching practices are informed by the Danielson Framework and students are engaged in some level of meaningful rigorous tasks that seek for high level of thinking.

1. We need to further refine teaching practices in providing effective multiple points of entry, support and extensions, and in questioning and discussion techniques so that all learners, including 45% of English Language Learners and 23% of Students with Disabilities, are meaningfully engaged in rigorous tasks and high level discussions.

2. To further support our students in increasing their achievement outcomes, we need to strengthen assessment practices particularly in teachers providing actionable next steps to accelerate learning, ongoing checks for understanding throughout lessons and the units of study, and student self-assessment that lead to effective lesson adjustments as well as higher student achievement.

On the ELA NYS Assessment in 2013-2014, the percentage of students achieving Level 1 was 46.7%. In the June 2015 Instructional Report, the Common Core Learning Standards (CCLS) analysis of the ELA state assessment indicated that our students scored at least 5% below the citywide average in the areas of Key Ideas and Details and Craft and Structure with Informational Texts.

Our priorities for 2015-2016 include:

- Increasing teacher pedagogical knowledge in multiple points of entry, support and extensions, and questioning and discussions, especially around developing strong mastery around keys ideas and details, and craft and structure of informational texts.
- Increasing students’ mastery to engage in high level texts and discussions that foster higher level of student thinking and work products.
- Increasing students’ ownership of learning by self-assessing their learning and setting their own learning goals and actionable next steps, with the assistance of their teachers, in all content area classes.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

English teachers will implement various instructional strategies so that students can engage in high level texts and discussions that foster higher level of thinking and published work. Therefore, the percentage of students receiving Levels 3 & 4 will increase between 3 to 5 % as measured by the results of the Spring 2016 New York State ELA Test.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>1. Professional Learning: Inquiry cycles with lesson study on effective pedagogy of providing multiple points of entry, support and extensions, questioning and discussion techniques</p>	<p>All teachers</p>	<p>September, 2015 to June 2016</p>	<p>Instructional Coach, AP, Principal</p>
<p>1. Professional Learning: Study on effective assessment practices particularly in teachers providing actionable next steps to students, ongoing checks for understanding, and student self-assessment.</p>	<p>All teachers</p>	<p>September 2015 to June 2016</p>	<p>Instructional Coach, AP, Principal</p>
<p>1. Common Planning Time: Collaborative Teacher Teams will examine and analyze student work with structured protocols to assess trends among students in key ideas and details as well as craft and structure, and create action plans to increase achievement outcomes</p>	<p>All teachers</p>	<p>September 2015 to June 2016</p>	<p>Instructional Coach, AP, Principal</p>
<p>1. Small Group Instruction: Teachers will meet with students (level 1 and lowest thirds) in small targeted groups to provide strategic support and data-based instruction based data received during baseline, benchmark and end of year assessments.</p>	<p>ELA, ESL and Math Teachers</p>	<p>September 2015 to June 2016</p>	<p>Instructional Coaches, AP, Principal</p>
<p>Two to four Workshops on CCLS and rigorous instruction will be offered to parents. In addition, strategies and ways to support their children at home will be shared.</p>	<p>All parents</p>	<p>September 2015 to March 2016</p>	<p>Instructional Coaches, AP, parent coordinator, Principal</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Professional Learning: Teaching Literacy
 - a. Weekly 45 minutes of content area planning time
 - b. Weekly Monday Professional Learning Time
2. Professional Learning: Assessment
 - a. Weekly 45 minutes of content area planning time
 - b. Weekly Monday Professional Learning Time
3. Common Planning Time:
 - a. Weekly 45 minutes of content area planning time
 - b. Weekly 45 minutes of grade level planning time
4. Small Group Instruction:
 - a. Weekly 45 minutes classes for targeted small group instruction.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- a. Daily lesson plans
- b. Teacher observations
- c. Actionable Steps implementing as a result of the Lesson Study
- d. Analysis of student work
- e. Basement Assessment administered in fall 2015
- f. Mid-year assessment administered in January 2016
- g. End of year Assessment administered in Spring 2016
- h. Results of NYS ELA and NYSESLAT Assessments administered in April 2016

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Quality Review from 2013-2014 and Principal Performance Review feedback from 2014-2015 both revealed positive evidence that our community has fostered an inclusive and supportive culture as well as the improvement in students’ personal behaviors where discipline is embedded in coordinated social emotional learning, attendance and youth development opportunities for academic and social success.

MS 131 will continue to improve its school culture and learning environment. Emphasis will be placed on improving identifying students in needs when they are in distress and providing them with appropriate guidance and support.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To deem success in the 2015-16 school year, the percentage of student responses indicating that they feel safe and supported by their teachers when they are in distress will increase to at least 80% as measured by the results of the 2015-2016 School Environment Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Advisory</p> <p>a. Curriculum with a particular focus on students working with difficulty emotions and how to express to school personnel when at distress will be implemented to increase student self-advocacy.</p> <p>b. Each student will be assigned to an adviser who they will meet every week.</p>	<p>All students</p>	<p>September 2015 to June 2016</p>	<p>All advisory teachers, Coordinator of Student Affairs, Counselors, AP and Principal</p>
<p>Professional Learning</p> <p>The counseling team will lead professional learning sessions 6 times this school year in order to train teachers how to successfully identifying with students with emotional needs (in particular with ELLs and Students with Disabilities) and ways to work with them at the time of difficulty</p>	<p>All advisory teachers</p>	<p>September 2015 to June 2016</p>	<p>All advisory teachers, Coordinator of Student Affairs, Counselors, AP and Principal</p>
<p>Student Support Team</p> <p>The team consisted of Coordinator of Student Affairs, Guidance Counselors, Parent Coordinator, AP and Principal will identify students with emotional needs (in particular with ELLs and Students with Disabilities), communicate with families and teachers to best support the students. This team will seek resources from community based organization to best support students and families.</p>	<p>All students (in particular with ELLs and Students w. Disabilities), families, and teachers</p>	<p>September 2015 to June 2016</p>	<p>All advisory teachers, Coordinator of Student Affairs, parent coordinator, Counselors, AP and Principal</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Advisory – weekly advisory meetings during 8th period every Friday
2. Professional learning
 - a. Six professional learning sessions facilitated by the counseling team
 - b. Per session planning for the facilitators
3. Student Support Team – weekly meeting with principal to identify students in needs of support, develop actionable next steps with teacher teams.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

1. Advisory
 - a. Observations of advisory by the Principal and AP to see work students are producing
 - b. Mid-year (in February) and summative feedback in the form of surveys completed by students to assess their perception of advisory
 - c. 2015-2016 School Survey
2. Professional Learning
 - a. Feedback administered at the end of each professional learning session.
 - b. Observations of advisory by Principal and AP in order to ensure consistency of instruction in each advisory
3. Student Support Team
 - a. Feedback from students
 - b. Attendance by Principal or AP to monitor the progress and to ensure the goal of supporting students is fully implemented

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Quality Review from 2013-2014 and Principal Performance Review feedback from 2014-2015 both revealed evidence that teaching practices are informed by the Danielson Framework and students are engaged in some level of meaningful rigorous tasks that seek for high level of thinking.

1. To strengthen teaching practices in providing effective multiple points of entry, support and extensions, and in questioning and discussion techniques so that all learners, including 45% of English Language Learners and 23% of Students with Disabilities, are meaningfully engaged in rigorous tasks and high level discussions.

2. To further support our students in increasing their achievement outcomes, we need to strengthen assessment practices particularly in teachers providing actionable next steps to accelerate learning, ongoing checks for understanding throughout lessons and the units of study, and student self-assessment that lead to effective lesson adjustments as well as higher student achievement.

Our priorities for 2015-2016 include:

- Increasing instructional coherence across grades so more structured collaborations between during common planning time result in enhanced student engagement.
- Increasing utilization of structured protocols to analyze student work, and identify necessary instructional shifts in their practices which can then inform horizontal and vertical alignments of the curriculum, as well as alignment of strategies of individual student goals.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, core content area (English, History, Science and Mathematics) teachers will engage in examining student work with structured protocols to develop expertise with effective instructional strategies that will inform the horizontal and vertical alignment of the curriculum and alignment of strategies of individual student goals.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>1. Common Planning Time: Teachers in grade level and content area teams will meet and utilize structured protocols to analyze student work and identify necessary instructional shifts in their practices which can then inform horizontal and vertical alignments of the curriculum, as well as alignment of strategies of individual student goals.</p>	<p>All Teachers</p>	<p>September 2015 to June 2016</p>	<p>Instructional Coaches, AP and Principal</p>
<p>1. Common Planning Time: Teachers in grade level teams will develop grade level curriculum maps where interdisciplinary connections among content areas will be identified and implemented throughout the year.</p>	<p>All Teachers</p>	<p>September 2015 to June 2016</p>	<p>Instructional Coaches, AP and Principal</p>
<p>1. Small Group Instruction: ELA, ESL and Math teachers will provide targeted small group instruction to students with disabilities, and lowest thirds who are not making progress on the commonly identified reading, writing and mathematics standards</p>	<p>All Teachers</p>	<p>September 2015 to June 2016</p>	<p>Instructional Coaches, AP and Principal</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>1. Common Planning Time: Looking at Student Work</p> <ul style="list-style-type: none"> a. Weekly 45 minutes of grade level planning time b. Monday professional Learning time <p>2. Common Planning Time: Interdisciplinary Connections</p> <ul style="list-style-type: none"> a. Weekly 45 minutes of grade level planning time b. Monthly 35 minutes of Tuesday other professional work time <p>3. Small Group Instruction - Weekly 45 minutes classes for targeted small group instruction.</p>
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

1. Collaborative Teacher Teams minutes and agenda
 2. Analysis of student work protocols
 3. Teacher Observations
 4. Baseline Assessment administered in Fall 2015
 5. Mid-year assessment administered in Spring 2016
 6. End of Year Assessment administered in Spring 2016
- NYS ELA and Math Assessments administered in April 2016

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Quality Review from 2013-2014 and Principal Performance Review feedback from 2014-2015 both revealed evidence that teaching practices are informed by the Danielson Framework and students are engaged in some level of meaningful rigorous tasks that seek for high level of thinking, which is an area of growth.

To further support our students in increasing their achievement outcomes, we need to strengthen assessment practices particularly in teachers providing actionable next steps to accelerate learning, ongoing checks for understanding throughout lessons and the units of study, and student self-assessment that lead to effective lesson adjustments as well as higher student achievement.

Our priorities for 2015-2016 include:

- Increasing students’ ownership of learning by self-assessing their learning and setting their own learning goals and actionable next steps, with the assistance of their teachers, in all content area classes.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the instructional team will create and implement a professional learning plan that builds teacher’s capacity to use various formative assessment strategies and techniques resulting in a 20% increase in teachers improving one performance level reflected in component 4C: Assessment in Instruction in Advance.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Research-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).
- Strategies to promote parent leadership and engagement as a key lever for school improvement.

Professional Learning: By August 2015, the school’s instructional team will develop and create a professional time where teachers will utilize the Monday Professional Time to deepen their content knowledge around assessment practices, including one to one conferences, creating goals and actionable steps with students and student self-assessment strategies.	All Teachers	August 2015 to June 2016	Instructional Coaches, AP and Principal
2. Professional Learning: Study on effective assessment practices particularly in teachers providing actionable next steps to students, ongoing checks for understanding, and student self-assessment	All Teachers	September 2015 to June 2016	Instructional Coaches, AP and Principal
1. Common Planning Time: Collaborative Teacher Teams will examine and analyze student work with structured protocols to assess trends among students with disabilities and lowest thirds in key ideas and details as well as craft and structure, and create action plans to increase achievement outcomes	All Teachers	September 2015 to June 2016	Instructional Coaches, AP and Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Professional Learning: Summer Planning with Instructional Coaches
 - a. Per session of 45 hours of planning time for coaches
 - b. Per session of 15 hours of planning time for AP
2. Professional Learning: Lesson Study
 - a. Weekly Common Planning Time
 - b. Weekly Monday Professional Learning Time
 - c. Per Diem Substitutes for coverage
3. Common Planning Time:
 - a. Weekly 45 minutes of common planning time and Monthly 35 minutes of Other Professional Work time

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

1. Professional learning Plan
2. Collaborative Teacher Teams minutes and agenda
3. Analysis of student work protocols
4. Lesson Study Lesson Plans and Planning Notes
5. Teacher Observations
6. Baseline Assessment administered in Fall 2015
7. Mid-year ELA and Math assessment administered in Spring 2016
8. End of Year ELA and Math Assessment administered in Spring 2016
9. NYS ELA and Math Assessments administered in April 2016

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

During 2014-15 school year, our school held a number of events for our community which was open to all the parents, guidance and families. Events included: Curriculum Night, three parent teacher conferences, High School Articulation Process, High School Fair, personalized high school application process conferences, Holiday musical concert, family trip to the Staten Island Zoo (in partnership with Urban Advantage), our annual Arts Week Celebration, monthly Parent Association general meetings and monthly school leadership team meetings.

We are proud of the events held for our parents during the 2014-15 school year. According to the recently published 2014-2015 school survey, our parents expressed a desire to hear more from teachers on a more consistent basis. Parents want to learn more about curriculum, instruction and learning in our classrooms

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school will increase the number and variety of parent engagement events offered to our community to include more events focused on student learning and instruction as measured by the parent sign up forms and the actual attendance taken at the events.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Parent Engagement Time: Grade level teams will utilize and implement resources expected to be shared by Department of Education (DOE) on how best to use Tuesday Engagement Time</p>	<p>Grade Level Teams</p>	<p>September 2015 to June 2016</p>	<p>Grade level team leaders, AP and Principal</p>
<p>Parent Engagement Time: Grade level teams will create outreach structure to parents informing them of curriculum, assessments, event and instructional highlights.</p>	<p>Grade Level Teams</p>	<p>September 2015 to June 2016</p>	<p>Grade level team leaders, AP and principal</p>
<p>Communication: All school related communications will be sent to school-based email accounts, posted on school website, automated phone calls, and letters/monthly Parent Bulletin mailing home</p>	<p>All teachers, staff and administrators</p>	<p>September 2015 to June 2016</p>	<p>Parent Coordinator, School Leadership Team, Parent Association Executive Board, Grade Level Team Leaders, AP and principal</p>
<p>Outreach to Parents: Targeted outreach to families who are not attending school events. These families will be determined after an assessment of attendance records.</p>	<p>Parents and families</p>	<p>September 2015 to June 2016</p>	<p>Parent Coordinator, AP and principal</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ol style="list-style-type: none"> 1. Weekly 45 minutes of grade level meetings 2. Tuesday parent engagement time 3. Purchase of annual subscription of School Messengers for automated phone calls 4. Postage stamps for mailing letters and notices home
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>1. Attendance Data for each school event will be recorded using Google Document. In January 2016, we will evaluate the data and adjust our plans of the type of parent events necessary to meet our goal.</p> <p>2. Parent Coordinator Monthly Activity Report Data will be reviewed in January to ensure an overall increase of 10% for parent engagement activity.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>Performing below grade level on the NYS ELA assessment</p> <p>Baseline Assessment administered in Fall 2015</p>	<p>Guided Reading Instruction taught by ELA /ESL teachers</p> <p>Explicit skills based instruction from ELA/ESL teachers</p> <p>Homework Help will be assigned to students who fail to submit assignments regularly</p>	<p>Guided Reading Instruction – small group instruction</p> <p>Explicit Skills based instruction – small group instruction</p> <p>Homework Help – tutoring</p>	<p>Guided Reading instruction and explicit skills based instruction will be held during small group instructional time in the school day.</p> <p>Homework help – after school on Wednesdays, Thursdays and Fridays.</p>
Mathematics	<p>Performing below grade level on the NYS Math assessment</p> <p>Baseline Assessment administered in Fall 2015</p>	<p>Explicit skills based instruction from Math teachers</p> <p>Pre-teaching and re-teaching of concepts taught by Math Teachers</p> <p>Homework Help will be assigned to students who fail to submit assignments regularly</p>	<p>Explicit skills and Pre-teaching and re-teaching of concepts –small group instruction</p> <p>Homework help – tutoring</p>	<p>Pre-teaching and re-teaching of concepts and explicit skills based instruction will be held during small group instructional time in the school day.</p> <p>Homework help – after school on Wednesdays, Thursdays and Fridays.</p>
Science	<p>Performing below grade level on the NYS ELA assessment</p> <p>Baseline Assessment administered in Fall 2015</p>	<p>Guided Reading Instruction taught by ELA /ESL teachers</p> <p>Explicit skills based instruction from ELA/ESL teachers</p> <p>Homework Help will be assigned to students who fail to</p>	<p>Guided Reading Instruction – small group instruction</p> <p>Explicit Skills based instruction – small group instruction</p> <p>Homework Help – tutoring</p>	<p>Guided Reading instruction and explicit skills based instruction will be held during small group instructional time in the school day.</p> <p>Homework help – after school on</p>

		submit assignments regularly		Wednesdays, Thursdays and Fridays.
Social Studies	<p>Performing below grade level on the NYS ELA assessment</p> <p>Baseline Assessment administered in Fall 2015</p>	<p>Guided Reading Instruction taught by ELA /ESL teachers</p> <p>Explicit skills based instruction from ELA/ESL teachers</p> <p>Homework Help will be assigned to students who fail to submit assignments regularly</p>	<p>Guided Reading Instruction – small group instruction</p> <p>Explicit Skills based instruction – small group instruction</p> <p>Homework Help – tutoring</p>	<p>Guided Reading instruction and explicit skills based instruction will be held during small group instructional time in the school day.</p> <p>Homework help – after school on Wednesdays, Thursdays and Fridays.</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Evidence of poor or distracting behavior including prevalence of principal’s and superintendent’s suspensions</p> <p>Poor academic performance as measured by report card grades</p> <p>Performing below grade level as evidenced by scores of baseline, mid-year assessments, and analysis of student work</p>	<p>Counselor will provide at-risk guidance support to students who are failing classes.</p> <p>Counselors and teachers will meet with parents of students failing one or more classes.</p> <p>Mandatory tutoring will be provided to students who are failing ELA and/or Math.</p> <p>Student Referral Team (school leaders, Counselors, teachers and Coordinator of Student Affairs) will review student cases based on referrals made by teachers. Instructional strategies will be recommended to content area teachers before special education services are considered.</p>	<p>At Risk Counseling – one to one or small group</p> <p>Parent Meetings – group meetings involving all teachers</p> <p>Mandatory tutoring – tutoring program</p> <p>Student referral team – classroom based interventions led by teachers</p>	<p>At risk counseling – during non-core content area periods</p> <p>Parent meetings – before and after school</p> <p>Mandatory tutoring – after school</p> <p>Student referral team – weekly meetings</p>

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Recruitment</p> <ul style="list-style-type: none"> • School leaders are responsible to put vacancies on the New Teacher Finder, and attend job fairs to recruit qualifying candidates. • School leaders form the personnel committee for recruitment and hiring purposes. The responsibilities of this committee are to screen applications and resumes, interview qualified candidates, observe demonstration lessons and provide feedback to candidates. The final decision on hiring is collaborative in which all members' input and ideas are considered. <p>Retention / Assignments</p> <p>School Leaders assign payroll secretary to ensure that all teachers meet documentation requirements that are kept on file. Payroll secretary works closely with the Network's Director of Human Resources to ensure that all teachers meet all documentation and assessment deadlines. School leaders regularly check in with teachers to assess their teaching environment, continued passion on working with students and social emotional needs. Depending on the content areas, teachers usually receive assignments within the same grade level.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • School has a structure with different components to support new(er) teachers: • Mentors are assigned to support new teachers • A full time and two part time instructional coach provide support for curriculum planning, lesson modeling, assessment and using student data to inform instruction. • Content area teams collaboratively plan curriculum and units of study on weekly basis.

- Guidance counselors and social workers provide social and emotional support to all teachers. Professional learning such as workshops, after school small group learning is tailored for different teachers

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Not applicable

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers at MS 131 work in collaboration in designing and selecting appropriate multiple assessment measures. This includes:

- A committee of eight teachers and principal is formed for the purpose in selecting performance assessments as directed by DOE for teacher evaluation.
- Teachers in content area teams design two to three common formative assessments and grading rubrics that are indicators of student performance and how instruction should be aligned to better meet the learning needs throughout the year.
- Teachers in content area teams will collaboratively plan end of unit projects or assessment.

Teachers at MS 131 participate in professional development in these following ways:

- Teachers complete an online needs assessment for professional development regarding the use of assessment driven instruction.
- Teachers develop their professional goals around assessment driven instruction. Based on these goals, instructional coaches and school leaders will design differentiated professional learning plans to address their needs.
- Teachers will ask to share their feedback via PD evaluation each time.
- Teachers have options on the type of professional development they will receive: one on one coaching, open time session on as needed basis, and peer visits.

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	272,618.00	X	
Title II, Part A	Federal	0		
Title III, Part A	Federal	21,408.00	X	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,707,211.00	X	

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement

activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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

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

Dr. Sun Yat Sen Middle School 131

100 Hester Street, New York, NY 10002

((212) 219-1204 7 (212) 925-6386

Parent Involvement Policy (PIP)

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

[Dr. Sun Yat Sen Middle School 131] , 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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: <u>MS 131</u>	DBN: <u>02M131</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>60</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

Program #1: Oral Speaking Class

The necessity of this after school program grows out from two sources: the results of the 2013-2014 NYSESLAT results and teacher observations. During observations for teacher evaluation, there was a noticeable pattern that many of our ELL students did not volunteer to speak. They spoke only when directed by their teachers. The language used in their speeches could incorporate more of the academic vocabulary. Secondly, 52 % of our ELL students are at the beginner and intermediate levels in the Speaking and Listening Sections of the NYSESLAT. Therefore, we want to strengthen their speaking and listening skills by creating an oral speaking class after school to support their growth in these two essential areas with the use of academic vocabulary.

The oral speaking class will primarily focus on building fluency in speaking and listening. Students will role play different scenarios where they will take turn to speak and listen with specific academic vocabulary included. The second goal of this class is to develop their communication skills where students will build language that specifically prepare them for social interactions with others in the context outside of their school lives. There will be two different classes each week; a section for beginner level on Wednesdays and another section for intermediate level on Thursdays. These sections will be in 90 minute blocks from 3:00-4:30pm. Sessions will begin on October 8, 2014 until June 3, 2015, a total of 27 weeks. These classes will be instructed by a certified ESL teacher.

Program #2: Exploring Chinatown History

Twenty intermediate and advanced level English language learners will participate in a community documentation project through animation and videography where the students will peruse videos and photographs from the Museum of Chinese in the Americas collection and be introduced to the ways in which photographs and videos function as historical documents. Through a guided inquiry study with a focus on learning, critical thinking, and problem solving, the students will begin to interpret photographs for use in understanding the Chinese community, its people, places and events as well as to build on literacy and social studies skills by utilizing reading, writing, listening, and speaking as tools for learning English. Mathematical skills will also be used when they utilize real life math strategies to plan the layout for their culminating projects and design their photograph exhibit. The materials and supplies needed for the culminating project that will be funded by Title III money are consumable supplies such as batteries, ink cartridges, photo paper, trade books, etc. In line with the school's instructional practice, the after school program will also implement instruction in small groups where the ESL methodologies are embedded in a balanced literacy approach. The class will have an ESL teacher and a math teacher to provide small group instruction, in literacy and math to ensure that the individual needs of the English language learners are addressed. These two teachers will collaboratively plan lessons for the after school program.

The focus will primarily be on the documentary film making and animation as a way to study the community. Students will research the Chinatown community, explore the components of filmmaking and animation, and discuss the process of storytelling through film making and the ideas or opinions filmmaking and animation express. Students will learn how videography and animation can inform them about the history and transformation of the Chinatown community. They will use videos and

Part B: Direct Instruction Supplemental Program Information

photographs from present day to compare and contrast the past and present Chinatown community to help in understanding the transformation of the people and its community. The students will produce written scripts for the film to help them better understand how pictures can tell stories. The focus for this curriculum will primarily be on film making and animation as a way to study the community. They will learn that film making and animation can be an essential tool for making their community more meaningful. The students will learn the skills and techniques for preserving and presenting their community stories through film making and animation. They will learn to conduct interviews, the art of good questioning techniques, different types of questions, interviewing techniques, and interviewing protocol in English. The group will meet with two certified teachers on Thursdays and Fridays from 3:00-5:00 for a total of 27 weeks beginning October 8, 2014 until June 3, 2015.

Program #3: Reading A to Z

The third program will be Moving Forward in English Achievement. Many of our working parents have requested academic support for their children in English class. These are immigrant parents who don't know English and cannot provide their children with the help they need at home, as a result we created an English achievement class. This class will be using a program called Reading A-Z . This is an online leveled reading and writing program by Scholastics that allows students to continue working on improving their English and supporting the work that is done during the school day. The teacher is able to identify students' needs and target them using this online program. The program also provides listening, speaking, reading and writing practice. It records students work and allows for the teacher to monitor student progress. This class will be held on Fridays from 3:00 to 5:00 for a total of 27 weeks between October 8, 2014 and June 3, 2015. This program will be available to 6th and 7th graders on beginners and intermediate levels. The assigned teacher is a certified ESL teacher trained on the Reading A-Z program.

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: _

Teachers who services ELL students will engage in two inquiry cycles that are similar to Instructional Rounds. They will collaboratively explore and identify a problem of practice and develop a theory of action to test their hypothesized theory. The cycle will include collaborative lesson design, lesson study type class visits and debriefs, analyze data and examine student work, and revising instructional strategies. The inquiry cycle consists of the following:

Step 1: Identify the problem of practice - a practice or area in which teachers genuinely don't know how to do and are trying to learn more about and get better at. _

Step 2: Design a theory and plan of action: In this step, teachers will explore and examine different perspectives such as the desirable learning outcomes. At the end, the group will specify outline a teaching strategy that will impact on student learning. The teaching strategy also includes a number of key actions in which teachers will take to accompany the teaching strategy. _

Step 3: Design a lesson: Based on the key actions and teaching practice derived from the problem of practice, teachers will collaboratively craft a lesson (similar to lesson study) for study. _

Step 4: Lesson Study Type Class Visits and Debrief: A teacher from the team will facilitate the lesson

Part C: Professional Development

while others will observe with specific tasks in mind. The group will then debrief afterward with artifacts in hand to examine the impact of this tested teaching practice in student learning.

Step 5: Revise the lesson and reteach: Followed by the debrief, the team will revise the lesson based on what they learned. Another teacher will reteach the newly modified lesson once more time.

Step 6: Debrief and Develop a local effective practice: The team will examine what they learned from the second class visit and determine how the teaching strategy is best to use so it can become a local practice for the entire school community.

-

-

Each cycle will last appropriate eight to ten weeks that happens on Mondays' professional development blocks and their content area planning times 45 minutes a week. The first cycle is between November to January, and the second one will go from March to May. The principal will facilitate the first inquiry cycle. The subsequent one will be facilitated by Ms. Careen Halton, an instructional coach.

-

Literature we will use in this inquiry process includes but not limiting to:

Instructional Rounds in Education: a Network Approach to Improving Teaching and Learning (Paperback) by Richard Elmore, Dr. Elizabeth A City and etc.

Leading Lesson Study: A Practical Guide for Teachers and Facilitators by Melinda Leong and etc.

The Inquiry Cycle (<http://www.inquirycycle.appspot.com/>)

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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: _

Our parental involvement will manifest in different ways:

-

First we began with parents being surveyed during the monthly parents' meeting to get feedback that we could use in creating our afterschool programs. As a result we have created two programs to address these suggestions of the parents. In June parents will be surveyed again to determine their opinion on the programs and their success.

-

Parents are invited to attend the neighborhood walks and museum trips throughout the year with their children participating in the Exploring Chinatown History program. They will be invited to the closing of the Exploring Chinatown History program where students will show their video, explain how the documentary, the process they take to produce such artifacts and what they learned about the history of Chinatown and people who lived in the community. Questions will be planned for parents to ask their students as a part of the interactive component.

-

Parents are invited to the oral speaking class where their children will demonstrate what they learned through skits and scenarios. In addition, students in the program will teach parents how to hold a short conversation piece as a part of the interactive component.

-

Part D: Parental Engagement Activities

Parents are invited to the Reading A to Z program where students will demonstrate to the parents how to use to program. In return, the parents will have an opportunity to read a book with their children.

- These events is scheduled for June 10th, 2015 and will be followed by a small celebration. Parents will be offered with appropriate language and interpretation service so that they can participate in these events in a meaningful way.

- The school will also offer a variety of workshops for ELL parents to learn more about the high school application process, Common Core and the ELA, Math and NYSESLAT state exams, adolescent development throughout the year.

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	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 02	Borough Manhattan	School Number 131
School Name MS 131		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Phyllis Tam	Assistant Principal Hilda Abadia
Coach Careen Halton	Coach Kristen Cappadona
ENL (English as a New Language)/Bilingual Teacher Ourania Pantazatos	School Counselor MIn Yee Lee
Teacher/Subject Area Yi Yu / Social Studies	Parent Xiao Yen Tan
Teacher/Subject Area May Ling / Mathematics	Parent Coordinator Kee Cheung Tang
Related-Service Provider Fung Chu Lee/ Social Worker	Borough Field Support Center Staff Member Maria Broughton
Superintendent Bonnie Laboy	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	5	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	5	Number of certified foreign language/world language arts teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	1	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	420	Total number of ELLs	135	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Mandarin Chinese
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Mandarin Chinese
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education							1	1	1					0
Dual Language							1							0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	135	Newcomers (ELLs receiving service 0-3 years)	91	ELL Students with Disabilities	50
SIFE	7	Developing ELLs (ELLs receiving service 4-6 years)	37	Long-Term (ELLs receiving service 7 or more years)	7

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	61									0
DL										0
ENL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

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
Chinese														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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																
Chinese													2	12					0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): 0	Number of students who speak three or more languages: 0
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Freestanding English as a New 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								3						0
Chinese								9	18					0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French								1						0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							2	15	6					0
Emerging (Low Intermediate)							6	9	7					0
Transitioning (High Intermediate)							0	6	4					0
Expanding (Advanced)							14	28	13					0
Commanding (Proficient)							0	18	9					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							9	19	9					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	40	33	16	4	0
7	54	41	21	19	0
8	56	42	27	3	0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	22	3	26	1	31	2	13	1	0
7	35	4	37	10	28	3	31	5	0
8	25	3	36	1	33	4	17	7	0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8	1	3	12	7	36	33	20	15	0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science	0	10		10
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Our ESL teachers use the Reading A to Z Program of the Raz-Kids Program to assess the students reading levels, which align with the Fountas and Pinnell reading levels. The running records help the teachers assess the students' nonfiction independent reading levels. This information gathered is used to group students for ENL classes. Teacher use this information to set goals, plan and adjust their lessons, form small group instructions, work with students in goal setting and measure their progress during the school year . Students' reading levels are assessed three time during the school year: at the beginning of the school year, in January and in June. This information is shared with the content area teachers to support students understanding of the subjects. Content Area Teachers use this information to select reading materials that are appropriate for students and differentiated instruction. Students are also informed of their reading levels and know how to select appropriate reading materials.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 As we studied the NYSESLAT results for our school we found: That a total of 18 students passed the NYSESLAT this year. In the 6th grade 16 students are at the advanced level (12 Regular Education, 4 Special Education), 6 students are on the intermediate level (4 Regular Education, 2 Special Education) and 13 are at the beginner level (11 RegEducation, 2 Special Education) In the 7th grade 27 students are on the advanced level (18 Regular Education, 9 Special Education) and, 10 students are on the intermediate level (4 Regular Education, 6 Special Education) and 28 are at the beginner level (18 Regular Education, 10 Special Education). In the 8th grade 20 students are on the advanced level (18 Regular Education, 2 Special Education) , 18 students are on the intermediate level (18 Regular Education, 0 Special Education) and 31 are at the beginner level (29 Regular Education, 2 Special Education).
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

ELL Students in the regular education classes will receive ENL pull out services three periods a week. ELLs in the self-contained class will also receive ENL pull out services three periods a week with a focus on improving their language development through listening, speaking, reading and writing. Students in ESL and bilingual education will receive additional support in listening and writing, which show to be the areas they are most struggling with.

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

Paste response to questions here:

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
N/A

6. How do you make sure that a student's new language development is considered in instructional decisions?
Each Bilingual and ENL class is taught by two certified ESL teachers in reduced class size. Students are grouped by Beginning, Emerging, Transitioning and Expanding, which is the same as the NYSESLAT proficiency levels. Students that are Newcomer, Beginning and Emerging Levels are placed in one bilingual class. Students in the Transitioning and Expanding Levels are placed in the freestanding ENL or dual language class. Each class is assigned two ENL teachers and the teachers assess and subdivide the class into two groups based on the the results of the Reading A to Z which takes place at the beginning of the school year. ENL and DL classes are more aligned to the ELA curriculum to ensure continual language and literacy development.
The bilingual class with newcomers, beginners and students in the Emerging Level focus on developing students' foundation in listening, speaking, reading and writing in thematic units. ENL and DL classes receive all their instruction in ENL using ENL methodologies to support the students' learning. In the bilingual classes students receive math, social studies, science in Chinese and English using the percentage scale. They also receive Chinese Language Arts. Students in the ENL and bilingual classes are integrated for Arts, Physical Education, and Advisory.

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

In the Dual Language Program the EPs are assessed in target language through a baseline assessment which includes speaking, listening, reading and writing of language acquired at the beginning of the school year. The assessments are formative and do not possess a delayed and removed date to secure whether the student has acquired content and language. Teachers use various forms of formative assessments such as exit slips at the end of the lessons. Furthermore, we are in the process of designing benchmark assessment to assess students' progress in January and May. The EPs are at various Beginner or Emerging levels on the target language. We do not have any State results this year, since this is our first year having the Dual Language Program at MS 131.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
At MS 131 we look at the results of the NYSESLAT to determine the amount of students that have passed the test and moved into regular education classes. We also use the NYSESLAT data to determine student progress during the three years at our school. Another source we use is the ELA test to assess the growth of our ELLs.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

Once a family enters our school seeking admittance to 131, we inquire if the student should receive ELL services through a brief informal interview with parents and students. Once we establish the needs of ELL services, an ENL teacher or the assistant principal will interview the parents and administer the Home Language Identification Survey. Students are asked to take a school based assessment in English to determine the language level. In addition, the child is asked to take a Chinese Screening Assessment in which the Chinese Language Arts teacher can use as a baseline assessment to further design instruction for the student and for the class.

Based on the responses to the Home Language Identification Survey, we will learn the communication needs of the family. The home language is recorded on the Home Language Survey, the ATS admission form and the blue emergency card. Our newcomer parents usually speak Mandarin, Cantonese, Toisanese, Fukienese, and/or Spanish. All of which require written translations and oral interpretation. All the additional school based admission materials such as welcoming letters, supply list and Parent Association Monthly Bulletins which are translated by in house teachers and staff members will be provided to the new families.

When it is determined that the administration of NYSITELL is necessary for the student, our ESL coordinator who is licensed ESL teacher will administer the test with the child. An entitlement letter is sent to the parents indicating the NYSITELL result score and inviting them to an orientation. Parents are then asked to watch the video online where they are informed of the different forms of bilingual education. There is an explanation of the program option available at our school. After parents have selected a program, the child is provided with a schedule and a starting date if all the paperwork(proof of address, birth certificate, and or passport, physical exam, transcript or report cards) is provided.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
SIFE students will benefit from our schools identification within 30 days of enrollment. A SIFE student, may be plagued with first time regular schooling, challenged by the work, inconsistent supports, lack of educational foundations among many other pressing concerns/challenges. The process commences with the Home Language Identification Survey, which will help identify the gaps in learning. The Oral Interview is administered to assess the education from the point of view of the student. Should a SIFE student be identified, strategies to secure the success of the student at the school will be implemented. SIFE students, will be able to have volunteer tutors/peers, academic support, social/emotional support, and family school connection immediately. Native Language Literacy and other assessments will inform the teacher's lessons.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
The process for the newly enrolled students with IEP will include the HLIS and information to help empower the family when seeking an educational site. MS 131 will be able to avail itself of the LPT members to address placement and assessments of the new student. The members of the MS 131 LPT are: Principal, AP, Coach Ms. Halton, ESL Teacher, Ms. Pantazatos, Parent representative, Parent Coordinator, Math Content area teacher, Social Studies Content area teacher, School Based Support Social Worker and Guidance Counselor. All members, have Special Education experience and/or ELL certifications.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Along with the ENL personnel and the Pupil Accounting Secretary, letters are populated after the secretary scans the assessment. Letters are provided in Mandarin, Chinese, unless parents request and their Home Language Survey indicates a Native Language other than Chinese. The notification letter will be sent home with the child. Parent Coordinator will contact the parents explaining the letter and asking them to receive the letter with the child.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
Parents are informed in their Native Language and at the start of the enrollment of their ELL appeal rights and selection of the 3 programs: Freestanding ENL, TBE, and DL.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
Our culturally and language proficient Parent Coordinator, translator, and secretary will provide information in writing and during parent/community outreach regarding our three programs and the differences of the programs: DL, TBE and Free standing ENL. During enrollment they will be able to make phone calls and attend in school parent meetings to continue to inform and educate the parents/families. Once the parents/families enter our building seeking an ELL placement and we will have the enrollment process completed within 10 days or 20 for IEP students. The family will be given oral and language sensitive information. Families will be able to attend our annual ELL parent meeting, trimester progress report periods and individual conferences to continue to gather information on ELL requirements, progress and paperwork needed.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
MS 131 will be able to have an individual HLIS opportunity with each parent/family seeking enrollment, at this time the importance of returning the forms and their selection of placement will be stressed. In addition, parents/families will be informed that according to the CR Part154.2, which details Education for ELL's, we will have to default to our ENL program.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Parent Survey and Program Selection forms will be used to continue placement, therefore both ELL Coordinator and pupil personnel secretary will be able to check off received forms on our face sheet which will be placed on top of the enrollment forms to keep everyone informed on the process and parent survey/selections. When possible the unreceived letters will be followed up with a phone call by the parent coordinator to ask parents to come to school to complete the necessary documents and make the decisive choice of the program.
9. Describe how your school ensures that placement parent notification letters are distributed.
MS 131 will send home a letter with placement letter notification and follow up will include a tear off at the bottom of the letter. An initial phone call will be made by the parent coordinator to inform the parents of such a letter. When possible, the unreceived letters will be followed up with a phone call by the parent coordinator to ask parents to come to school to complete the necessary documents and make the decisive choice of the program.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documentation is maintained in each CUM. record. Parent choice is maintained in the the ELL Parent Choice Update screen on ATS. Parents fill out the Parents Survey and the Program Selection form and they select the program they want their child to participate in. The forms are collected and the office staff keeps a record as they are returned. We also have an ongoing goggle document which helps us keep track of our newly admitted ELLs. This running record is used to open new classes and programs once they are 15 new students. Parents are then send home a placement letter indicating what program their child was placed in. Entitlement and placement letters are placed in the cumulative folder and in a compliance binder.
11. 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.
Six to eight weeks prior to the NYSESLAT testing, we begin by printing out the reports on ATS that identify our ENLs and cross reference with the ENL teachers. Once all students are identified, ENL teachers come together to determine the schedule of the speaking section which begins immediately after the ELA test. Following to the mandates, our ENL teachers schedule to see someone's students. The ENL coach tests students that are in regular classes receiving services for ESL pull out services. The listening, reading and written parts of the test are scheduled school wide in the same structure and system in which ELA and Math state tests are administered. All the testing accommodations are administered accordingly to the needs of the students.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued entitlement and transitional support parent notification forms will be distributed by mail, copy to back pack, tear off which will notify received forms and telephone calls to those who do not return.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Based on the data after reviewing the Parent Survey and Program Selection forms, almost close to 100% of our parents chose either the freestanding ENL or transitional bilingual class existing in our programs. With in new dual language program that started this fall, we are now able to offer three choices of programs to our parents.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.

Students in the freestanding ENL program travel together as a group for our content area classes. For ENL class, they are divided homogeneous into two smaller groups which are taught by two licensed ENL teachers. The proficiency level is based on the NYSELSAT results as well as the baseline assessment administered at the beginning of the school year. Usually, students in the Emerging and lower Transitioning Levels are grouped together while students in the higher Transitioning and Expanding Levels are grouped together.
 - b. TBE program. *If applicable.*

Students who have selected the TBE program at our school are students in the Entering and Emerging Levels along with our newcomers. In similar fashion, our ENL classes are in reduced class size where two licensed ENL teachers share the students. When learning the content area classes, they travel as a group.
 - c. DL program. *If applicable.*

Our newly formed LD Program travel as a group. They are co-taught by a licensed ENL teacher and a common branch teacher. They travel as a group for the core content area classes.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

All ESL classes are assigned two ESL licensed teachers who divide the class into two smaller groups to provide 8, forty-five minute periods of ENL and ELA instruction. ENL students receive content area instruction in English using ENL methodologies to support the students' learning of the content area. All transitional bilingual classes are assigned two ESL licensed teachers who divide the class into two groups to provide 8 periods of ENL a week. All content area classes are taught by content area teachers with a bilingual extension using the language allocation percentages. Beginners and intermediate students receive 360 minutes a week in ENL and advance students receive 180 minutes in ENL, 180 minutes in ELA and three 45 minute periods of Native Language Arts. TBE students will be expected to receive 75% of instruction in their home language and 25% in English as the year progresses.
3. Describe how core content is delivered in each program model. 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.

Students in the ENL freestanding program receive instruction in English in the content areas using scaffolding to support the understanding and development of the language. In Social Studies and Science the teachers use pictures, graphic organizers, Venn diagrams, T-charts and technology to scaffold the learning. Students use the writing process to draft, edit and publish their work. Bilingual dictionaries and word study support scaffolding strategies used in class. Teachers also provide visual aids such as pictures, photographs, diagrams, charts documents and videos to support the learning. Sentence starters and modeling also play an important part in the everyday lessons and procedures. Teachers have also been trained in using reading in the content areas where students reading levels are shared by the ENL teachers and workshops have been provided to help content teachers understand the meaning and implications of these different abilities and levels. Teachers provided reading materials on different reading levels of the same content. Teachers' front load the new vocabulary before reading reread and annotates while reading and summarizes and respond after reading. In mathematics students work in groups and use manipulative to understand the concepts. Students will summarize what they have learned and what they are struggling with at the end of a session. Students in the bilingual program receive instruction in Chinese in the content areas using the language allocation policy percentages recommended supporting the understanding and development of the English language, while maintaining the Chinese language. Teachers have also been trained in using reading in the content areas and citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text (CCLS). Students reading levels are shared by the ENL teachers and workshops have been provided to help content teachers understand the meaning and implications of these different abilities and levels have in the understanding of the content materials.

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

In the bilingual classes students are tested in the language of instruction; students are offered the option of taking the state test in English or having both, the English and the Chinese or Spanish test. These tests are requested by the content area teacher for their students and provided on the testing date. Students are assessed informally through their responses to text and through journals. Students write their native language and use English more and more as the year goes by. When students arrive at our school they take Chinese Language Arts test that gives students and teachers the level of Chinese students enter with and at the end of the school year they take the State Chinese Language Arts exam.

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

Our ENL Department meets once a week throughout the school year. During this time teachers have worked on a curriculum that addresses listening, speaking, reading and writing needs of our ENLs. In addition, this group of teachers regularly assess student work to ensure the alignment of their proposed curriculum and the actual student progress. When necessary, they adjust their unit plans to meet the students' learning needs. The principal, assistant principal and ENL coach visit the classrooms ongoing throughout the school year and conference with the teachers after visits.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
- a. Students that are identified as SIFE receive extra help in English during our Module 45 minutes 3 times a week classes. The curriculum used is developed by our ENL department lead by our ENL coach.

b. Students that have been in the country less than three years receive conversational English classes after school two hours a day, two days a week by a licensed ESL teacher. In addition they receive English Language Support Modules for 45 minutes, 3 times a week.

c. Students that have been in the country four to six year participate in the after school program that focuses on the development of reading and writing skills through the lens of immigrant history in New York City's Chinatown. This program meets twice a week for two hours each day to learn English through an immigrant curriculum which has been developed by our ENL teachers and modified each year to meet the needs of the current group. This year and last, this particular after school program is in partnership with museum educators from the Museum of Chinese-Americans (MoCA).

d. Students that have been ELLs for six or more years are also invited to participate in the Immigrant program; they are also targeted during the day for an ENL module class three times a week by a licensed ENL teacher.

e. All former ELLs are given additional literacy support by ENL teachers during small group module classes. Furthermore, the current teachers have been trained to identify these students and scaffold class materials to ensure their engagement in class.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.

In additional to summer planning time, our core content area teacher teams meet once a week throughout the year to plan and discuss curriculum units. All the units are aligned for the students within the same grade level. Teachers adjust their individual lesson plans to meet the learning needs of the students. Furthermore, teachers are collaborative at MS 131. They will speak with each other to understand the particular academic needs that will build into the transition. We also get parents in this process so they can explain to their children as why such educational decision is made.

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

All teachers use ESL methodologies embedded in a balance literacy approach. Instructional practices included close reading, shared reading, guided reading, read aloud, think aloud, independent reading, journal writing, writers' notebooks, read and retell, modeling, active listening, and speaking, presentations and reading celebrations. The teachers use the Teachers' College Reading and Writing Workshop model. Teachers use the benchmark assessment from Reading A-Z this program to determine students' reading levels which is aligned to Fountas and Pinnel system. Teachers use this data to put students in instructional group. The data is reviewed three times a year. Teachers also use conferring notes to monitor their abilities and plan instruction. Our ELLs with special needs are also mainstreamed for arts, physical education, advisory and enrichment where they share the same curriculum as the general education population. In these classes students work in groups and partnerships. There is collaboration amongst the students to complete a task, project or game. All students participate in celebrations, such as Halloween, Thanksgiving, Awards Ceremonies, College Visitations, Spring Arts Shows and High School Fairs.

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

Our Special Education teachers attend our ENL Department meeting once a week for every week, during this time teachers work and refine the English curriculum that addresses listening, speaking, reading and writing needs of our ELLs based on the results of periodic assessment which are administered three times a year, daily formative assessment and running records. One of the programs we use to address the needs of our SWD is Reading A-Z. This program address all reading levels and provides activities that address the independent levels of the students with special needs. The program also has a benchmark assessment which is given by the teachers to measure students' progress throughout the school year. Our ELLs with special needs are also mainstreamed for arts, physical education, advisory and enrichment where they share the same curriculum as the general education population. In these classes students work in groups and partnerships. There is collaboration amongst the students to complete a task, project or game. All students participate in celebrations, such as Halloween, Thanksgiving, awards ceremonies, high school fairs and other school wide activities, where they interact with their grade level peers in English.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

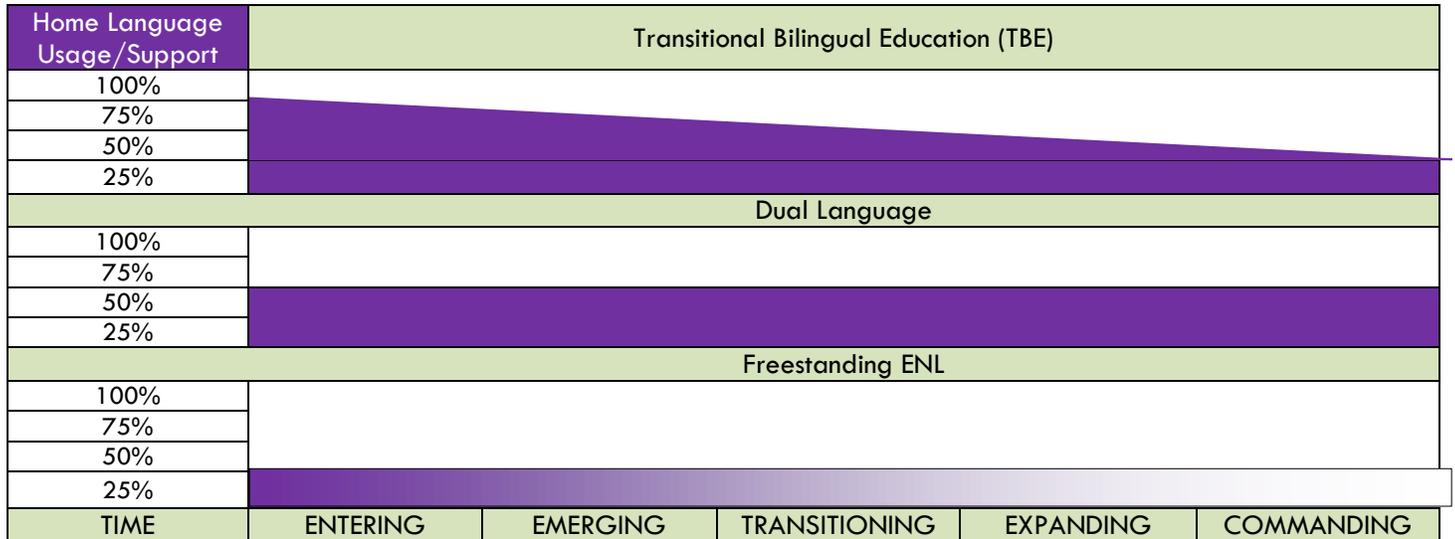


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. ELL students offered small group interventions such as Judy Hochman's Teaching Basic Writing Skills for writing development, math focused on skills based intervention using Khan Academy, an online skills based tutoring forum, in English. In addition, ELL students are offered with homework support three days a week, one day with a bilingual licensed teacher, one day with science teacher and the last day with a special education teacher.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

At MS 131 we have a large bilingual population that allows us to create ENL classes and bilingual classes. Students are grouped but Newcomers/Entering, Beginners/Emerging, Intermediate/Transitioning, Advance/Expanding, and Commanding based on the NYSESLAT data. Parents/Families and 131 places students that are newcomers and beginners in a bilingual class together, intermediate go into another bilingual class together and advance students go to an ESL class together. Dual Language is another option for students, however we find Advanced and Intermediate students selecting into DL. Each class is assigned two ENL teachers, the teacher meet and test and subdivide the class into the low and high of each level. ENL and DL classes are more aligned to the ELA curriculum to ensure the easy transition of the students. The newcomers, beginners' class works more on teaching students listening, speaking, reading and writing at more basic levels, while the intermediate class goes to a more advanced levels. These levels are determined by the reading levels of the students. ENL and DL classes receive all their instruction using ESL methodologies to support the students' learning. In the bilingual classes students receive math, social studies, science in Chinese and English using the percentage scale. They also receive Chinese Language Arts. Students in the ENL, DL and bilingual classes are integrated for Arts, Physical Education, Enrichment and Advisory.
12. What new programs or improvements will be considered for the upcoming school year?

We are going to continue training our ENL teachers with the Wilson program to help our ELLs that are struggling reading, and our ELLs with disabilities. We will also maintain and improve our units through the integration of formative assessments and the use of data to drive our instruction. We are also introducing a Dual Language class which will mirror our 6 grade English Class.
13. What programs/services for ELLs will be discontinued and why?

As of now we do not plan to discontinue any services.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Our ELLs represent approximately 32%of our school population. They fully participate in the programs the school provides. The ELLs take part in all school events, assemblies, and celebrations. There are Halloween, Thanksgiving and Chinese New Year celebration, as well as, field day and trips, such as, the senior trip in June. The students belong to the student government and peer mediation. All correspondence letters and announcements are translated for the student and the parents. Students have joined the badminton, basketball and volleyball after school program on Wednesdays/Thursdays/Fridays. Student who will take the ELA exam have Module Classes which are small group instruction support to strengthen their writing. Students in the beginners and intermediate levels participate in the after school Chinatown History Program and an Conversational English programs. Other students will participate in the Student Government Organization (SGO), Dance, Chess and base guitar programs. These are all supplemental programs for our ELL students to use their English in other setting and disciplines.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

All ELLs have full access to technology in all their classes where laptops are available. In ENL students use the laptops to research nonfiction topics, as well as, to type their final drafts. Some students use Google translate for individual words. All ENL teachers have leveled libraries which tiered trade books by genres and topics are provided to support the ELLs' reading levels through Reading A-Z, an online program. Students can access the Reading A to Z outside of school with specific log in information. In the content areas teachers are provided with bilingual dictionaries in English and Chinese and content area related topics books in both languages for classroom libraries. The teacher usually reads aloud the text as a share reading experience. The goal is for the

students to hear the language and make connections to the written words and phrases. Students then have the opportunity to practice reading strategies and responses both orally and in writing.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Home language support is delivered three times a week for 45 minutes through our Chinese Language Arts class for bilingual class. Chinese is also used in the content areas to deliver instruction using the percentages suggested by the CR Parts 154. In the Dual Language Program, Chinese Language Arts Class is scheduled for five periods a week (each period is 45 minute.)

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Services are not only age appropriate for our middle school students but also language appropriate. At MS 131 we have a bilingual Chinese counselor and a bilingual Chinese social worker and a bilingual Spanish Social Worker. Our support services staff is bilingual and has many years of experience working with ELLs.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Students and parents are offered a new student orientation in both languages in August. Invitation letters that are sent home are in both languages during the summer. Incoming students have the opportunity to go on a tour of the building with a staff member. New students will also be paired up with a student in their class who will explain the schedule and who will walk them around the building to important destinations. The students will also receive a planner and a family handbook that is in Chinese. This planner explains important rules and regulations, as well as, important tips on how to succeed at MS 131. Some examples are the getting organized, ready to learn, text coding and SEEK (how to write a strong and clear paragraph). The family handbook outlines the expectations of school policies and students/parents responsibilities to meet these expectations. For those who enroll throughout the year, we also provide a new student orientation every four to six weeks with similar activities.

19. What language electives are offered to ELLs?

We offer Mandarin Chinese to our ELLs.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

a. We are starting our DL program this school year. We currently have a side by side model with 50% of the content in Mandarin Chinese. The population we currently have is slightly more Ells, which is due to not having a feeder dual language elementary school. However we are continuing to attempt to have a 50/50 model among our EPs and ELLs.

b. We are teaching content in Mandarin Chinese.

c. ELA/ESL class is taught in English at all times. Chinese Language Arts is taught in Chinese at all times. The rest of the core content area classes are taught in both English and Chinese. PE, Arts and Advisory classes are taught in English.

d. We are using a sequential model as our students need to build their foundation in the target language.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
At MS 131 all ESL teachers meet once a week with the ENL coach and the assistant principal. This year the focus is on the development of the Pacing Calendar, ENL units, formative assessment, implementation and evaluation of the reading A-Z program and using data to drive instruction. Our content bilingual content teachers will be receiving going training on the use of reading in the content areas, scaffolding for ELLs and using data to drive the instruction. All staff will receive scaffolding strategies for reading and using data to drive instruction.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Teacher will receive professional development by the ENL coach throughout the year as they work on planning and developing the curriculum units using the CCLS.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
ELLs transitioning into high school are provided with support through the advisory curriculum design to support students through this process. All advisory teachers are provided with a copy of the curriculum at the beginning of the school year. Students are also provided with a bilingual counselor and social worker that meet with them to support this process. Social workers and counselors attend all citywide PD provided in order to maintain students updated with the most current information. Staff is provided with a curriculum developed by our bilingual social worker for their advisory period and PD to support the curriculum provided.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Staff will receive training on best practices in scaffolding reading in the content areas provided by our instructional coaches. All staff will receive scaffolding strategies for reading and using data to drive instructions. Attendance will be taken and teachers will be provided with a folder of materials. A document on google will be provided where teacher will keep the data collected and it's analysis. ENL, DL and Bilingual Teachers will receive (15%) professional development dedicated to language acquisition, with a focus on best practices for co-teaching strategies for all bilingual and English as a new language teachers.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
MS 131 is planning to use the Tuesday Parent Engagement Time to meet with individual parents discussing student goals and progress. Teachers will create a schedule where they can meet with the parents between the month of January and May.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
Annual records are kept in the main office with the cum. file of the student, and all outreach in writing and verbally goes out to the parents in Mandarin or Spanish. A google document will be created to keep a record of the attendance of this annual individual meetings with parents.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
ELL parents attend our Parent Association meetings, Principal Breakfast, Honor Rolls and come in daily as they need letters, academic updates and social emotional and concrete supports. This year we are inviting our ELL parents to a breakfast for students their Dads or Significant Male role models. In addition, we offer workshops on a variety of topics such as adolescent depression, financial literacy for college. The Parent Association holds a monthly parent meeting on the first Thursday, when the principal attends the meeting as well.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Yes, the partnership with Health Plus helps newcomers with their medical insurance and with medical check-ups for their children. The YMCA supports our parents with many programs like parenting, working with adolescents and family support services. The New American program by the YMCA offers beginners, intermediate and advanced ESL class for our parents along with Conversational English, computers, and citizenship classes. Translation services are available in our school at all times.
5. How do you evaluate the needs of the parents?
The parent association and parent coordinator survey the needs of the parents and communicate with the principal. The DOE parent surveys are reviewed to evaluate the needs of our parents. Our parents do come forward with their needs and seek assistance. At each month's PA meeting, the principal will ask the parents on specific needs that she can address in the following meetings.
6. How do your parental involvement activities address the needs of the parents?
One example is our yearly high school fair which services our bilingual parents who are working and can't be visiting the different high schools in the city to help their children in the selection of an appropriate high school. High School Articulation Workshops are paired with the high school fair for our eighth grade parents in September. Grades 6 and 7 parents will receive this important information in the Spring. Principal is hosting a monthly parent breakfast, which is a forum where parents can address their concerns and needs in areas such as raising young adolescents and strategies in communicating with their English speaking only children.

D. Additional Information

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

Paste response here:

School Name: MS 131**School DBN: 02M131**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Phyllis Tam	Principal		10/16/15
Hilda Abadia	Assistant Principal		10/16/15
Kee Cheung Tang	Parent Coordinator		10/16/15
Ourania Pantazatos	ENL/Bilingual Teacher		10/16/15
Xiao Yen Tan	Parent		10/16/15
May Ling / Mathematics	Teacher/Subject Area		10/16/15
Yi Yu / History	Teacher/Subject Area		10/16/15
Careen Halton	Coach		10/16/15
Kristen Cappadona	Coach		10/16/15
Min Yee Lee	School Counselor		10/16/15
Bonnie Laboy	Superintendent		10/16/15
Maria Broughton	Borough Field Support Center Staff Member _____		10/16/15
	Other _____		10/16/15
	Other _____		10/16/15
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 02M131 School Name: MS 131
Superintendent: **Bonnie Laboy**

Before you begin, please check the following:

- X Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- X The LAC has attended an in-person or online training (www.learndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- X The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

At MS 131 families are met in the main office by the office staff, which orally interviews the parents and identifies where the child is coming from. A school pedagogue who speaks the family's native language interviews the family Home Language Identification Survey. If there is no translator on the premises who speaks the home language, the contact the Translation and Interpretation Unit. During the interview process, parents are asked about their oral and preferences. Majority of them prefer face-to-face meetings, phone call and letters to home. Once the students are we use Home Language Identification Survey, ATS Report of Preferred Languages, blue card data, parent surveys school based family call logs to assess language preferences of the parent community. In addition, a report is updated languages that the parents speak by class and grade.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Oral Communication
Mandarin Chinese, Cantonese, English, Thai, Vietnamese and Spanish

Written Communication
English, Mandarin Chinese, Spanish

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

July and August -- Summer letters to home explaining the school's philosophy and expectations as well as school supplies

August and September

- Family Handbook
- Student Planner

September:

- Overview of curricular
- Monthly parent newsletters and calendars

October

- After school activity descriptions and information
- High school articulation process and information
- Mid trimester progress reports
- School Flyers for Middle School Application Process
- Monthly parent newsletters and calendars
- Title I school status meeting notification

November:

- New York State Testing dates
- Students' state test results
- Monthly parent newsletters and calendars
- Promotion Criteria

December:

- Monthly parent newsletters and calendars

January

- Mid trimester progress reports
- Monthly parent newsletters and calendars
- Graduation Notices

February

- Monthly parent newsletters and calendars

March

- Monthly parent newsletters and calendars
- High School Articulation Process to Grades 6 and 7 Parents
- Parent Teacher Conference announcements

April

- Mid trimester progress reports
- Monthly parent newsletters and calendars
- Graduation Notices

May

- Monthly parent newsletters and calendars

June

- Monthly parent newsletters and calendars
- Summer School Notifications

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Formal Face to Face Meetings

- Grade 6 student and parent orientation in June and August
- Daddy Bring Your Kids to School Day in September
- Monthly Parent Association Meetings – first Thursday of each month at 8:30am
- Curriculum Night – follows the DoE directives which is in September
- High School Parent Workshops – two sessions in October and April
- High School Fair in October
- Parent Teacher Conferences – November and February
- Monthly School Leadership Meeting
- Monthly Breakfast Club with Principal and Parent Coordinator
- IEP Meetings
- School celebrations such as Winter Concert, Dance Performance, Sports Awards
- Eighth Grade Graduation

Informal Face to Face Interactions

- Parents scheduled appointments with grade level teacher teams
- Phone calls home to parents by teachers and guidance counselors
- Phone calls home regarding attendance and lateness by school aides, guidance counselor and/or parent coordinator
- An arranged school visit to observe student performance in the classrooms
- Parents consulting with parent coordinator on various student related issues

For parents whose language(s) we are unable to translate by in house staff, we will send translation requests to the Translation & Interpretation Unit as least two weeks ahead of time.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

All written documents are translated in Mandarin Chinese and Spanish by in house staff a week prior to the time the information is needed. For examples, the monthly parent bulletins are sent home last week of each month. The bulletin is to send the in house translation to ensure the punctual delivery of such important information. We also utilize the templates for school holidays, conferences and other DoE notices that are available online in translation at the Translation and Interpretation Unit website.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

All interpretation needs are provided in house by school staff such as teachers, school aide, parent coordinator, paraprofessional, principal and principal.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Staff members will receive Translation and Interpretation Brochure, Language ID guide and ongoing information via email after school meeting on Tuesday exclusively on translations and interpretation services in January.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

In addition to the Welcome Poster, Parents' Bill of Rights, Parents' Guide to Language Access information and Language ID Guide at security desk/main office available to parents,

- The school will send "backpack" a letter to inform families regarding language assistance services that are available. The letters will be distributed at the first PA meeting in September. The Parent Coordinator will have a supply of the letters.
- There is a bulletin board near the main entrance of the school indicating where parents can go to receive language assistance.
- If more than 10% of the families do not speak a covered language, assistance will be obtained from the Translation and Interpretation Unit.
- Based upon the needs of the parents, we will utilize the notification documentation found at the Translation and Interpretation Unit intranet site (http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit)

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

- Another in house staff member will proof read the translation documents to ensure appropriateness, accurate use of words and choice of words.
- Parent Survey will be conducted to gather parent feedback on meeting the needs.
- Parent Coordinator will informally gather information from parents through lines of questions regarding the translation and interpretation needs.

- A focus group of parents inclusive of all cultures and languages represented to gather feedback and best practices on parents and cultural sensitivity.