

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

06M319

School Name:

M.S. 319 - MARIA TERESA

Principal:

YSIDRO ABREU

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Maria Teresa Mirabal School Number (DBN): 06M319
Grades Served: 6,7,8
School Address: 21 Jumel Place New York, N.Y. 10032
Phone Number: 212 923-3827 Fax: 212
School Contact Person: Alan Faulkner Email Address: Afaulkn@schools.nyc.gov
Principal: Ysidro Abreu
UFT Chapter Leader: Isabel Rosado
Parents' Association President: Maria Figueroa
SLT Chairperson: Isabel Rosado
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

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

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 Seventh Avenue, 8th Floor N.Y. N.Y. 10001
Director's Email Address: YChu@schools.nyc.gov
Phone Number: 646 470-0721 Fax: 917 339-1765

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)
Ysidro Abreu	*Principal or Designee	
Isabel Rosado	*UFT Chapter Leader or Designee	
Maria Figueroa	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lizbeth Cruz	Member/ Teacher	
Tiffany Braby	Member/ Teacher	
Francisco Goris	Member/ Parent	
Ramona Hiciano	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Yahiara Nova	Member/ Parent	
Jay Colon	Member/ Assistant Principal	
Jessica Duran	Member/ Parent	
	Member/	
	Member/	
	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.

MISSION STATEMENT

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

UNIQUE/IMPORTANT CHARACTERISTICS AND STRATEGIC COLLABORATION PARTNERSHIPS

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

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

- Adjust curriculum pacing guides to suit the needs and levels of the students.
- Granulate CCLS within unit of study into learning objectives that target specific skills.
- Link learning objectives to carefully designed or revised tasks.

- Break Unit of study into sets of student goals
- Goal assessment based on "Achieved" or "Re-take" format. A student masters goal when they score 80% or higher.
- Track completion and levels of mastery for each individual goal in the classroom and online.
- Design multiple-entry point tasks for students performing at different levels, in the classroom.
- Design and plan grade wide lessons
- Teachers have 5 planning and collaborating periods per week. They plan quizzes, periodic assessment and mathematics tasks in teams.

Use of data within teacher teams to improve instruction

- Identify trends in the data analysis
- Offer student multiple opportunities to improve by having "Re-take" students take quizzes, tests and task several times
- Provide students with multiple entry points to help them achieve goals
- Look at student work for accuracies and misconceptions, and match findings to trends and student goals
- Design new mini-lessons based on common misconceptions. Mini-lessons are taught to students in an effort to eliminate the re-appearance of the same error(s).
- Re-visit new student work to determine whether or not mini-lessons were effective
- Students are assessed on an "Achieved" and "Re-take" criteria.
- Schedule Learning Walks to identify best practices among colleagues

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

Strengths and Accomplishments:

MS 319 is more than a special school. It is a home to a tightknit community of students, staff and parents. Among this partnership is an intense passion for building academic and social relationships coupled with an unmatched sense of pride in what we do here each and every day. In a word, 319 is defined by “ownership”--- in the sense that our community of children and adults come to the building each day to do their part in making today better than yesterday. We create and maintain an inviting and professional physical atmosphere by keeping our hallways clean and bright ---- filling them with not only student work, but cozy corners, colorful walls which come alive with paper trees, branches and leaves, and live plants. Inside the classrooms, the environment is sustained, offering benches, couches and rugs to students---so they feel at home--- comfortable to learn and explore new and exciting opportunities.

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

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

Finally, we would like to mention a component which ties all of this together and works as not only a reward for students, but an experience which they look forward to and remember. At the end of each year, the eighth grade students attend a “Dinner Dance”, which is always held in a country club or a high-end restaurant outside of the city. The preparation before this event creates a buzz throughout the school. Students dress up in suits and gowns, and sit down to a dinner party at tables covered with linen table clothes, flowers, and polished silverware. They then enjoy themselves interacting socially and dancing. This is the final piece we give them as a send-off on their journey to high school and the future where they will continue to persevere, and achieve and excel.

Challenges:

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

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

As per the 2014-2015 ELA CCLS State test, we experience gains in levels 3 and 4, across all grades. For instance, we had a 1.8 percent increase in the 6th grade, a 3.6 percent increase in the 7th grade and 6.2 percent increase in the 8th grade. Overall, we increased the number of levels 3 and 4 by 3.9 percent points compared to the 2013-2014 school year. The grade that most significantly affected was the 6th grade (current 7th graders) with a 24.1 percent increase in level 1's. As result, the 7th grade (last year 6th graders) will be a key area of focus in the 2015-2016 school year. We need to ensure that ELA and ELL sustain their current rate of gain in levels 3 and 4. At the same time, we to have to reduce the number of level 1's in the current 7th grade (who were 2014-2015 6th graders).To accomplish these tasks, we will make sure that, first, all students make progress in their writing skills in using textual evidence to support arguments and/or claims in all grade levels as well as critical thinking. Second, provide students multiple opportunities to succeed.

Math:

As per the 2014-2015 mathematics CCLS State test, we experienced a slight gain in levels 3 and 4 in the 7th and 8th grade. For instance, the 7th grade increased by 2.1 percent points and the 8th grade increased by 0.8 percent point compared to the 2013-2014 school year. However, the number of level 3 and 4 dropped by 6.9 percent points. Overall, we had a drop of 1.0 percent point, levels 3 and 4, in all grades. The grade that was most significantly affected was the 6th grade (current 7th graders) with an 18.8 percent increase in levels 1. As a result, the 7th grade (last year 6th graders) will be an area of focus on the 2015-2016 school year. We need to ensure that 8th grade students sustain and improve their 2014-2015 rate gain in levels 3 and 4. At the same time, we have to reduce the number level 1 in the in the 7th grade (last year 6th graders). To achieve these tasks, two of our foci will be, first, to look closely at student work order to identify accuracies and misconceptions. Second, provide students will multiple opportunities to improve.

Social Studies:

Last year the Social Studies department saw 92 percent of students make progress according to the New York City Social Studies Measure of Student Learning exam. The department's curriculum is aligned to the Common Core State Standards for History/Social Studies for Writing, with a focus on writing arguments focused on discipline-specific content. This year the key area of focus is to build students understanding of complex texts, particularly primary source documents, and to build students' ability to determine the strength of an author's argument in both primary and secondary source texts.

Science:

Last year the Science department saw 82 percent of students make progress according to the New York City Science Measure of Student Learning exam. The department's curriculum is aligned to the Common Core State Standards for Science for Writing, with a focus on writing arguments focused on discipline-specific content. This year the key area of focus is to build students understanding of complex texts, particularly content based documents.

06M319 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	614	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	3	# SETSS	N/A	# Integrated Collaborative Teaching	6
Types and Number of Special Classes (2014-15)					
# Visual Arts	15	# Music	8	# Drama	N/A
# Foreign Language	3	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	87.3%	% Attendance Rate			93.5%
% Free Lunch	92.9%	% Reduced Lunch			3.6%
% Limited English Proficient	34.2%	% Students with Disabilities			17.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			4.9%
% Hispanic or Latino	93.7%	% Asian or Native Hawaiian/Pacific Islander			0.5%
% White	0.8%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	1.9%	% Teaching Out of Certification (2013-14)			9.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)			5.57
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	8.9%	Mathematics Performance at levels 3 & 4			14.5%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			36.4%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			83.8%
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			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
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			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
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	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
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.

As per the 2014-2015 ELA CCLS State test, we experienced gains in levels 3 and 4 across all grades. For instance, we had a 1.8 percent increase in the 6th grade, a 3.6 percent increase in the 7th grade and 6.2 percent increase in the 8th grade in level 3 and 4. Overall, we increased the number of levels 3 and 4 by 3.9 percent points compared to the 2013-2014 school year. The grade that most significantly affected was the 6th grade (current 7th graders) with a 24.1 percent increase in level 1’s. As result, the 7th grade (last year 6th graders) will be a key area of focus in the 2015-2016 school year. We need to ensure that ELA and ELL sustain their current rate of gain in levels 3 and 4. At the same time, we have to reduce the number of level 1’s in the current 7th grade (who were 2014-2015 6th graders). To achieve these tasks, two of our foci will be, first, to look closely at student work order to identify accuracies and misconceptions. Second, provide students will multiple opportunities to improve.

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.

By June 2016, as measured by Tuesday Literacy Quizzes during the 2015-2016 school year:

80% of 7th grade students will show improvement in the area of citing and explaining relevant evidence within their writing by being offered multiple opportunities to succeed (Achieve/ Retake Scoring System)

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) 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>Students will utilize the STAR/Renaissance reading program in order to ensure that they are interacting with texts appropriate to their reading levels. In addition, teachers and students will monitor their engage reading time and any progression in reading levels.</p>	<p>All Students in grade 6, 7 & 8</p>	<p>September 2015 – June 2016</p>	<p>Assistant Principals, school cabinet, data specialist</p>
<p>Professional Learning: PL will be given on the following topics: Using rubrics in the writing process; “Lifting Lines” (using quotations) from texts to support arguments and/or claims; teaching students to address questions asked (boxes and bullets.)</p>	<p>Literacy teachers</p>	<p>September 2015 – June 2016</p>	<p>Assistant Principals, school cabinet, data specialist</p>
<ul style="list-style-type: none"> • Identified misconceptions and designed mini-lessons to address misconceptions in all subjects. • Provide multiple-entry-point tasks in all subjects. • Provide multiple opportunities to succeed by having students who do not achieve their goals retake tasks and quizzes. • Move to the next unit of study only after at least 80% of the class has achieved their goals. • Have Exit Tickets and Friday vocabulary homework in all classes. • Administer weekly quizzes based on student goals, and score these quizzes on an “Achieve” or “Re-take” basis so that “Re-take students are provided AIS to help them achieve goals, later during the week. <p>Writing assessments (timed and individually)-Week A /Week B structure (portfolio tasks) aligned with Math and ELA—i.e. Evidence with graphs, percentages to support claims).</p>	<p>Literacy teachers</p>	<p>September 2015 – June 2016</p>	<p>Assistant Principals, school cabinet, data specialist</p>
<ul style="list-style-type: none"> • Provide all teachers with 5 common planning periods per week to have them design CCLS aligned weekly quizzes, tasks, periodic assessment as well as co-plan as a team. • Create dynamic pull-out and after-school programs to help the “Re-take” students achieve their goals. 	<p>All teachers</p>	<p>September 2015 – June 2016</p>	<p>Assistant Principals, school cabinet, data specialist</p>

<ul style="list-style-type: none"> Provide students with due dates for learning goal trials. <p>Monitor achievement of student goals in Engrade and Google Doc on a weekly basis.</p>			
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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> <ul style="list-style-type: none"> Implement school wide CCLS periodic assessment (at least three in each grade level 6th, 7th & 8th/Nonfiction) Implement weekly school wide writing assessments based on curriculum pacing Implement two school-wide clinics in ELA (in December and April) Implement school-wide Tuesday quizzes with re-take opportunities on Fridays. <p>Implement a school wide practicum in writing.</p>

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	X	Title III, Immigrant
X	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>By November 31, 2015 40% of students will show progress,</p> <p>By February 28, 2016 50% of students will show progress,</p> <p>By April 30, 2016 60% of students will show progress,</p> <p>In mastery of students goals as measured by weekly quizzes and periodic assessments.</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 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.

As per the 2014-2015 Mathematics CCLS State test, we experienced a slight gain in levels 3 and 4 in the 7th and 8th grade. For instance, the 7th grade increased by 2.1 percent points and the 8th grade increased by 0.8 percent point in levels 3 and 4 compared to the 2013-2014 school year. However, the number of level 3 and 4, in 6th grade, dropped by 6.9 percent points. Overall, we had a drop of 1.0 percent point, levels 3 and 4, in all grades. The grade that was most significantly affected was the 6th grade (current 7th graders) with an 18.8 percent point increase in levels 1. As a result, the 7th grade (last year 6th graders) will be an area of focus on the 2015-2016 school year. We need to ensure that 8th grade students sustain and/or improve their 2014-2015 gain rate in levels 3 and 4. At the same time, we have to reduce the number level 1 in the in the 7th grade (last year 6th graders). To achieve these tasks, two of our foci will be, first, to look closely at student work order to identify accuracies and misconceptions. Second, provide students will multiple opportunities to improve.

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.

By June 2016, as measured by Tuesday Math Quizzes during the 2015-2016 school year:

80% of 6th grade students will show mathematical understanding in the area of multiplying and dividing fractions by being offered multiple opportunities to succeed (Achieve/ Retake Scoring System)

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) <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>Professional Learning will be given on the following topics: SMARTBoard, Excel, PowerPoint, Exc-ELL vocabulary acquisition, the ELMO, listening centers, Independent Learning Centers, NEO's and laptops to differentiate instruction.</p>	<p>All Teachers</p>	<p>September 2015 to June 2016</p>	<p>Assistant Principals, Cabinet, Bilingual Coordinator, Technology Coordinator, Coaches, Data Specialist.</p>
<p>Provide teachers with five common planning periods a week to design school wide weekly quizzes, periodic assessment, portfolio tasks, and end of unit projects</p>	<p>All teachers</p>	<p>September 2015 to June 2016</p>	<p>Technology Coordinator, Assistant Principals, Coaches and Cabinet.</p>
<ul style="list-style-type: none"> • Identified misconceptions and designed mini-lessons to address misconceptions in all subjects. • Provide multiple-entry-point tasks in all subjects. • Provide multiple opportunities to succeed by having students who do not achieve their goals retake tasks and quizzes. • Move to the next unit of study only after at least 80% of the class has achieved their goals. • Have Exit Tickets and Friday vocabulary homework in all classes. • Administer weekly quizzes based on student goals, and score these quizzes on an "Achieve" or "Re-take" basis so that "Re-take students are provided AIS to help them achieve goals, later during the week. <p>Writing assessments (timed and individually)-Week A /Week B structure (portfolio tasks) aligned with Math and ELA—i.e. Evidence with graphs, percentages to support claims).</p>	<p>All teachers</p>	<p>Sept2015- June 2016</p>	<p>Assistant Principals, Cabinet, Bilingual Coordinator, Technology Coordinator, Coaches, Data Specialist</p>
<ul style="list-style-type: none"> • Provide all teachers with 5 common planning periods per week to have them design CCLS 	<p>All teachers</p>	<p>Sept 2015- June 2016</p>	<p>Assistant Principals, Cabinet, Bilingual Coordinator, Technology Coordinator, Coaches, Data Specialist</p>

<p>aligned weekly quizzes, tasks, periodic assessment as well as co-plan as a team.</p> <ul style="list-style-type: none"> • Create dynamic pull-out and after-school programs to help the “Re-take” students achieve their goals. • Provide students with due dates for learning goal trials. <p>Monitor achievement of student goals in Engrade and Google Doc on a weekly basis.</p>			
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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.											
<ul style="list-style-type: none"> • Implement school wide CCLS periodic assessment (at least three in each grade level 6th, 7th & 8th/Nonfiction) • Implement weekly school wide writing assessments based on curriculum pacing • Implement two school-wide clinics in math (in December and April) • Implement school-wide Tuesday quizzes with re-take opportunities on Fridays. • Implement a school wide practicum in writing. 											
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	X	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>By November 31, 2015 40% of students will show progress,</p> <p>By February 28, 2016 50% of students will show progress,</p> <p>By April 30, 2016 60% of students will show progress,</p> <p>In mastery of students goals as measured by weekly quizzes and periodic assessments.</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 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.

After conducting a thorough analysis of the 2014-2015 Advance Report break down by Danielson category, it was determined that 3b (Using Questioning and Discussion Techniques) was the most deficient Danielson element based on school wide average.

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, 70% of all Literacy teachers will improve a level as per the Danielson rubric in using Questioning and Discussion Techniques (3b) thus improving teacher effectiveness by developing a shared understanding of instructional excellence as measured by 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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<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. 			
1. Use of a coach room: A coach’s room has been designated so that coaches and other instructional teacher teams will have a designated location to be trained in the use of disaggregated student data. This will include the use of cross curriculum data, made accessible in the room, focusing on EBS/SWDs and at risk students. Activities carried out in the coaches room will include	All Literacy and ESL teachers	September 2015 to May 2016	Literacy Coach and ESL Coach ,

monitoring student progress, setting initial goals for groups and individual students, programmatic implications based on indicators of interim progress assessment results and follow-up activities. Responsible staff will facilitate discussions of the students' progress and strategies for improved student outcomes, including L1-4 students. Also, multiple coaches will be accessible to teachers to offer support based on their particular area of expertise.			
2. Professional Learning: PL will be given on the following topics: Interim assessments to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.	All Literacy and ESL teachers	September 2015 to May 2016	Literacy Coach and ESL Coach,
Use teacher teams to design: <ul style="list-style-type: none"> Support teachers in using school wide TASC rubric Weekly Quizzes (in all subjects) scored on an Achieve or Re-tale basis Granulate and condense student goals in all subjects Aligned students to specific tasks Align clinics with student goals Daily Exit tickets Friday vocabulary homework	All Literacy and ESL teachers	September 2015 to May 2016	

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

By January 31, 2016, 50% of our Literacy teachers will improve a level in Domain 3b.

By March 30, 2016, 60% of our Literacy teachers will improve a level in Domain 3b.

By June 26, 2016, 70% of our Literacy teachers will improve a level in Domain 3b.

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.

As per the 2014-2015 Mathematics CCLS State test, we experienced a slight gain in levels 3 and 4 in the 7th and 8th grade. For instance, the 7th grade increased by 2.1 percent points and the 8th grade increased by 0.8 percent point in levels 3 and 4 compared to the 2013-2014 school year. However, the number of level 3 and 4, in 6th grade, dropped by 6.9 percent points. Overall, we had a drop of 1.0 percent point, levels 3 and 4, in all grades. The grade that was most significantly affected was the 6th grade (current 7th graders) with an 18.8 percent point increase in levels 1. As a result, the 7th grade (last year 6th graders) will be an area of focus on the 2015-2016 school year. We need to ensure that 8th grade students sustain and/or improve their 2014-2015 gain rate in levels 3 and 4. At the same time, we have to reduce the number level 1 in the in the 7th grade (last year 6th graders). To achieve these tasks, two of our foci will be, first, to look closely at student work order to identify accuracies and misconceptions. Second, provide students will multiple opportunities to improve.

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, M measurable, Achievable, Relevant, and Time-bound.

90% of Math teachers will meet once a week---through inquiry, learning walks, professional learning, and inter-visitations in order to review, analyze, set goals and discuss student work and trends. These practices will yield a 50% decrease in the overall number of students needing to “re-take” Tuesday Quizzes by June 2016.

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 parent leadership and engagement as a key lever for school improvement. 	<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>Methods will include inquiry meetings</p>	<p>Math Teachers</p>	<p>September 2015 to June 2016</p>	<p>Assistant Principal and teacher leaders especially the ESL and Literacy Coaches</p>
<p>Inter-visitations (Learning walks) and intra-visitations</p>	<p>Math Teachers</p>	<p>September 2015 to June 2016</p>	<p>Coaches and Cabinet members especially the Literacy and ESL Coaches</p>
<p>Professional Learning</p>	<p>Math teachers</p>	<p>September 2015 to June 2016</p>	<p>Coaches, cabinet members and assistant principals especially the ELA and ESL coaches .</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>Tax Levy and Title One funds will continue to be used to fund coaches who will facilitate the processes.</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	X	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><u>By January 31, 2016 Content established timeline to ensure cycle is being completed as per plan.</u></p>
<p><u>By March 2016, Second quantification of completion of timeline.</u></p>
<p><u>By May 2016, Final review of curriculum and determination of next steps and adjustments that need to be made.</u></p>

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

Part 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.

Based on Family Night for the 2015-16 School Year, in which we had 13% parental involvement, we will increase parental involvement in increment of 5% by June 2016 in conjunction with the Children’s Aid Society.

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.

The Number of parents involved in the school community will increase 5% over the course of 10 events from September to June in conjunction with the Children’s Aid Society.

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>Monthly Learning Walks by grade attendance quantified by the Parent Coordinator monthly. Using engrade: 90% of teachers or more enter students’ grades online for parents to see</p> <ul style="list-style-type: none"> • Provide due dates for trials for learning objectives/goals 	<p>All Parents</p>	<p>September 2015 to May 2016</p>	<p>Parent Coordinator, technology coordinator, All teachers & Assistant {Principals</p>

Creation of workshops for parents –periodically given Parent Teacher Conferences School Open House	All parents	September 2015 to May 2016	Parent Coordinator , all teachers and Assistant Principal
Weekly Thursday Letter-monitored and quantified week to week-the number of returns should increase/ Creation of information pamphlet for parents with all stake holders. / School website – information for parents	All parents	September 2015 to June 2016	Parent Coordinator & Coaches
Parent’s Association Morning Committee	All parents	September 2015 to June 2016	Parent Coordinator

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% of Title One										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21st 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.
<u>By January 31, 2016 a quantification of parent participation will be completed.</u>
<u>By March 30, 2016 a quantification of parent participation will be completed .</u>
<u>By June 26, 2016, a quantification of parent participation will be completed.</u>
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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)	Dynamic groups of students based on the Re-take (RT) of weekly goals. Group is made up of lowest 10 performing students in both comprehension and vocabulary sections of test in that teacher's class .	CCLS based test preparation materials from City Curriculum, Foundational skills: one-to-one conferring (Great Leaps Program)	Small Group One-to-one conferencing	During Pull-Out Periods
Mathematics	<p>T Math Pull-Outs: made of dynamic groups of students based on the Re-take (RT) of weekly goals. Teachers select who have not met learning objectives after the third trial.</p> <p>Saturday Tutoring Program: Teachers and coach select students in the middle one-third who strive in class.</p> <p>3. Dynamic after school Program: teachers identified students who have not met their learning objectives by the 3rd trial and provide them with extra support</p>	<p>M Math Pull-outs: Students are provided service in areas of focus in current unit of study.</p> <p>2. Saturday Students get accelerated to next unit of study.</p> <p>3. Regents and Saturday Program students teach/tutor students afterschool who have been identified by+ their teachers as needing extra support</p>	<p>Math Pull-outs: small groups (at most 10). Taught in specific unit align areas of focus.</p> <p>2. Saturday Students: 2-to-1 instruction in the next unit of study at/and above grade level.</p>	<p>Math Pull-Outs: Service is provided during regular school hours in pre-scheduled periods</p> <p>2. Saturday Tutoring Program: On Saturdays, from 10:00 am – 12:00 pm.</p> <p>3. After school, Wednesday and Thursday, from 2:20 pm-4:20 pm.</p>

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

Section 7: Title I Program Information

Directions:

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

2b. High Quality and Ongoing Professional Development

Describe the 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).
Professional Learning once a week by department by on-site and external staff developers.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, 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	\$410,323	X	9,13,14,16,17,20,21, 23,25
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	\$22,568	X	14,16,17,20,21

Tax Levy (FSF)	Local	3,491,402	X	9,13,14,16,17,20,21, 23,25
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¹Explanation/Background:

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

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

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

- 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.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[M.S. 319 Maria Teresa Mirabal]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[M.S. 319 Maria Teresa Mirabal]** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school. In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

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

- Holding an annual Title I Parent Curriculum Conference;
- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- Supporting or hosting Family Day events;
- Establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- Encouraging more parents to become trained school volunteers;
- Providing parents with professional development in the use of Engrade and other online grading tools utilized by the school;

- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- Providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

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

I. School Responsibilities

Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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>Maria Teresa</u>	DBN: <u>06M319</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>100</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>8</u>
of certified ESL/Bilingual teachers: <u>5</u>
of content area teachers: <u>3</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: MS 319's Direct Instructional Program focuses on short and long term ELLs who are struggling academically, based on the student's risk level from the AMAO data. Long term ELLs in grades 6-8 who have shown declining progress as per the last two years New York State Math and who have failed to meet AMAO1 and AMAO2 this past year. Approximately 100 students will be serviced in this program. Our classes will be bridge classes (grades 6-8) according to the student's risk level based on the AMAO report. Each class will have about 10 to 15 students total and we will have classes with 5 ESL or bilingually certified teachers servicing all the ELLs, and one Special education teacher for the foundational program and one Content Area Math teacher. The program will begin the second week of January 2015, until late April 2015.

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

The Math program that will be used is "Common Core Math" twice a week in both English (for the Monolingual ELLs) and Spanish (for students in the Transitional Bilingual Program). The determination of the needs of the students has been made using several assessments: the New York State ELA and Math exams (2013 and 2014), NYSESLAT data, and data from the school administered Gates McGinitie and TOWRE exams. The tool used to assess the newly arrived ELLs was the NYSITEL and Spanish LAB-R to decide their respective placement in the right reading program. Finally, students will be grouped by their "Risk level" based on the risk indicators of the AMAO report. There will be three major groups, a "low risk" which will be the students who failed to meet AMAO 1 and 2 ranging on a risk level from 1-3. The "medium risk" will be the students who range from 4-6 and finally the "high risk" group ranging from levels 7-9.

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

Part B: Direct Instruction Supplemental Program Information

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

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

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

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

After School Program

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

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

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

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

Exact # of sessions: 26

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

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

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

Saturday Program

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

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

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

Exact # of sessions: 12

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

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

Part C: Professional Development

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

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

Begin description here: _

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

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

Part D: Parental Engagement Activities

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

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

Begin description here: Parent involvement is an extremely important aspect of the culture at M.S. 319, as a result three major workshops will be offered throughout the duration of the program. MEETING ONE will be an introductory meeting where parents will get an overview of the program. In this meeting the parents will be introduced to the curricular resources being used, as well as meet the teacher that their child has been paired with based on the student's level of need. Parents will also be introduced to opportunities for Adult Learning through the Office of Adult and Continuing Education, as well as College and Career readiness programs and how to track their child's academic progress through Engrade. MEETING TWO will be a midpoint, check-in progress report informing the parents how the students are progressing in terms of meeting their goals.

Part D: Parental Engagement Activities

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

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

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

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

Part E: Budget

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

Allocation Amount: \$26396

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum 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 06	Borough Manhattan	School Number 319
School Name M.S. 319		

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 Ysidro Abreu	Assistant Principal Penelope Duda
Coach Coral Zayas	Coach Derek Pilla
ENL (English as a New Language)/Bilingual Teacher Denise Diglio	School Counselor Ruth Santos
Teacher/Subject Area Guillermina Reynoso	Parent Maria Figueroa
Teacher/Subject Area type here	Parent Coordinator Willie Frias
Related-Service Provider Leirilyn Montero	Borough Field Support Center Staff Member Luis Quan
Superintendent Manny Ramirez	Other (Name and Title) Rafaela Landin

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	7	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	3	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	3	Number of certified foreign language/world language 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)	549	Total number of ELLs	165	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): Spanish
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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	1	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	165	Newcomers (ELLs receiving service 0-3 years)	120	ELL Students with Disabilities	40
SIFE	31	Developing ELLs (ELLs receiving service 4-6 years)	30	Long-Term (ELLs receiving service 7 or more years)	15

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	83	31	0	0	0	0	0	0	0	0
DL	21	5	0	10	1	1	4	0	2	0
ENL	16	4	3	27	0	14	35	0	19	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE spanish							24	24	30					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																
SELECT ONE spanish													13	14	12	12	10	20	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):
81

Number of students who speak three or more languages: 0

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							27	25	20					0
Chinese									1					0
Russian														0
Bengali														0
Urdu														0
Arabic							3	3	1					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)							9	17	14					0
Emerging (Low Intermediate)							4	5	11					0
Transitioning (High Intermediate)							7	5	7					0
Expanding (Advanced)							26	25	21					0
Commanding (Proficient)														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	0	0					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							25	22	22					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	37	1		1	0
7	88	36	2	1	0
8	42	83	7		0
NYSAA			1		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	76	30	50	30	23	30	2	30	0
7	82	29	93	29	40	29	6	29	0
8	78	30	84	30	31	30	4	30	0
NYSAA	0	0	0	0	4	0	8		0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8	28	3	87	11	41	14	6	0	0
NYSAA Bilingual (SWD)								4	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				
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)	31	25	27	19	13	10	14	18
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.

As a school community, it was decided to opt out of citywide interim assessments and design our own. Each department builds their own assessment, including the ENL/Bilingual Department. These assessments are Common Core aligned and Standard-based. Each department creates a unit test, skill analysis and answer key based on the highest areas of need from the state ELA and Math tests. Within the unit test, specific content strands, skills and standards are addressed based on students' strengths and areas of focus. The students' strengths and areas of focus are based on baseline assessments. The troublesome questions from the baseline are then spiraled into the next exam, enabling the teachers to pinpoint specific areas, rather than re-teach broad topics to the entire class.

The school has a data specialist who has been extensively trained in regards to dissemination and collection of data. Each department has a coach that has been thoroughly trained in the following areas: Data Analysis, Data Interpretation, Direct Application.

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

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

grade 8.

This past year grade 7 had the highest amount of ELLs.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The 6th & the 7th grades had the highest percentage of students who are either Entering or Emerging in their overall proficiency in the NYSESLAT test (26% & 22%). Four percent of ELLs in the 6th and 8th grades are Entering or emerging and transitioning in Listening and Speaking.

The data shows that in the academic year 2014-2015 shows that in the 6th and 7th grade a high percentage of students are Expanding in Reading and Writing. In the 6th and 7th grades, 59% of the students are at the expanding stage of the language acquisition process.

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

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

In 2014-2015 we had 18.78% of our students attained proficiency in the NYSESLAT. In that very same year we had 145 of our ELLs make progress in their English Language acquisition. M.S. 319's NYSESLAT data from academic year 2014-2015, shows that the largest number of ELLs were in the 6th grade. If this pattern holds true in the results of the 2014-2015 NYSESLAT, the largest number of ELLs in academic year 2014-2015 will be in the seventh grade, which is in fact true. This academic school year we have 69 ELLs in the 6th grade, 75 ELLs in the 7th grade and 63 ELLs in the 8th grade. Teachers in all grade levels receive a list of the ELLs in their classes at the beginning of the year, and plan their groupings with this data in mind. For example, all teachers who have ELLs in their classes create an ELL buddy system to provide ELLs an extra level of support in their content area classes. Because of the large number of ELLs in academic year 2012-2013 in the 6th grade, MS 319 has also concentrated its efforts at building students' vocabularies through the use of the ExC-ELL methodology in 6th grade. However, this program is being implemented in all grades, and across the content areas.

Additionally, The AMAO data was used to plan the Title III program. The students were grouped by risk levels and the students with the highest risk levels were invited to the title III program and were paired with the strongest teachers instructionally.

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

- Read together, with the non-ELL asking questions periodically to their ELL Buddy to check for understanding (Domain 3B) and providing language support (vocabulary, syntax, etc).
- Review each other's journal, essay or short response writing and peer edit (Domain 2B).
- Facilitate one another's participation in small group or whole class discussions by asking questions and providing language support.

Teachers will train the "Buddies" in the expectations of the buddy system. This training can include:

- Providing students with a list of questioning prompts that they can use to check for each others' understanding. These prompts would be removed gradually as students internalize their use.
- Procedures for ensuring that all voices are heard, such as providing wait time, turning and talking, jotting down ideas before sharing.
- Use of dictionaries, first language materials and other classroom resources to support language development.
- Respectful ways of correcting students' language use.

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?

This data from academic year 2014-2015 shows that, in general, MS 319 students perform better on the Listening and Speaking sections of the NYSESLAT test than on Reading and Writing. This means that there is a strong focus on reading and writing in all classes that contain ELLs, either TBE classes or monolingual classes that receive ENL support. The focus of the ELL pull-out program, which concentrates on Emerging/transitioning students in monolingual classes, is an intensive Reading and Writing program based on the common core curriculum, Code X.

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

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [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?
This data from academic year 2014-2015 shows that, in general, MS 319 students perform better on the Listening and Speaking sections of the NYSEHLAT test than on Reading and Writing. This means that there is a strong focus on reading and writing in all classes that contain ELLs, either TBE classes or monolingual classes that receive ENL support. The focus of the ELL stand alone program, which concentrates on Emerging/transitioning students in monolingual classes, is an intensive Reading and Writing program based on the common core curriculum, Code X.

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

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?

English proficient students are assessed formally via the ELE exam. They are additionally assessed via their respective HLA classes and the assessments built in to the units of study. There are reading and writing assessments that take place systemically every 2 weeks. Most English proficient students are perfuming in the 3rd and 4th quartile, which lets us know that our efforts of pushing Spanish as a second language are working.

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

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

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

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

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

Part IV: ELL Identification Process

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

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.

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

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

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

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

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

2. 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).

The school uses the parent interview, part 3 of the HILS and the results of the Spanish LAB-R to figure out the SIFE status of an incoming student. Those three pieces of data or information are used to make a decision about the SIFE status of a child. A new system the team has put in place is once a student has been flagged as a SIFE student we conduct the LENS survey to ensure a more in-depth picture of the child and his or her specific needs in terms of instructional gaps.

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).

Once a student is enrolled in the school, and it is confirmed that a student is an ELL and has an IEP, a meeting is set up between the Bilingual Coordinator and the special education coordinator to create a language appropriate plan for the individual student. The language needs are assessed to ensure the student is receiving the specific language support as per their individualized plan. A

meeting is also set between the ESL provider, SETTS provider and speech pathologist to ensure the child is receiving support in their biggest area of need.

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.
Once a student is registered and all the administrative aspects of registration are completed and it is confirmed that the student is an ELL, the student is given the NYSITEL within a 1-2 day window after being registered. Additionally, (if applicable) the following instructional day the child is given the Spanish Lab-R. The bilingual coordinator scans both exams in to the system and hand scores the results for both tests. Immediately there after a letter is sent home with the student providing the parents with the respective scores and explaining the entitlement or non-entitlement of the student based on the data. This all happens systemically and consistently within the first five days of the student being admitted to the school.
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).
At the bottom of the entitlement letter there will be a disclaimer explaining to parents that they have the right to appeal the ELL decision based on the data. If parents are interested in contesting the decision they may do so by checking that option in the letter and returning the letter to the school or by contacting the department's administrator.
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.
During the registration process parents are provided with an orientation by a pedagogue explaining the different program settings. They are additionally shown the video which details the features of the three different types of programs. This process happens systemically and consistently.
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.
During the registration process and after the orientation parents are provided with parent choice survey or an "Opt-in" letter where they choose the program of choice that is best for their child based on the orientation. Parents complete this form after the registration and orientation and return it to the bilingual coordinator before leaving the school building.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The parent survey and program forms are always returned since they are handled during registration.
9. Describe how your school ensures that placement parent notification letters are distributed.
Once a student is registered and all the administrative aspects of registration are completed and it is confirmed that the student is an ELL, the student is given the NYSITEL within a 1-2 day window after being registered. Additionally, (if applicable) the following instructional day the child is given the Spanish Lab-R. The bilingual coordinator scans both exams in to the system and hand scores the results for both tests. Immediately there after a letter is sent home with the student providing the parents with the respective scores and explaining the entitlement or non-entitlement as well as the placement letter based on the parent choice. This all happens systemically and consistently within the first five days of the student being admitted to the school.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All copies of the documentations that go out to parents such as Entitlement and placement letters as well as documents that are completed by the parents in the school during registration such as the HLIS and the parent survey form are placed in both the student's Cumulative record as well as in the school's ENL compliance binder. There are two safe guarded copies in two secure and accessible locations.
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.
A detailed plan was created. The ENL assistant principal as well as the bilingual coordinator created a plan first focusing on training the teachers for the speaking part of the test. Rooms were reserved and (after teachers were trained) they were assigned students to pick up by grade level. Each teacher on the "speaking team" is in charge for picking up the student and assessing their speaking (in the respective testing room, shared by one other pedagogue). A for the other three modalities, the bilingual coordinator meets with the teachers who will be proctoring all three modalities and goes over the testing memo which cover the aspects of test security, testing accommodations and the list of students that will be paired with each proctor as well as the testing schedule for the days to come. At the beginning of each testing morning, the tests are dropped off to the proctor (by the bilingual coordinator) and each proctor counts the number of tests they are receiving as well as signs the security form. The test is conducted for that day and then the bilingual coordinator comes around to pick up the exams, accounts for the tests in each room and has each respective proctor sign the security form once again. This becomes a testing cycle for each day of testing and proctoring.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

As soon as the school year begins entitlement letters are sent home along with the NYSESLAT test result attached to the child's name and class. If the student falls within the Entering to Expanding categories, the letter explains that by law the child continues to be entitled to ENL services and will remain in their current ENL setting (unless the parent would like a program change). If the child tests out, a separate letter is sent home explaining their achievement of proficiency in the English Language. Additionally, in the letter it is also communicated that the child is entitled to 90 minutes a week of instruction to support their continued development for the next two academic school years. Students are made to sign up receipt of this letter and a phone call is placed home to the parents of the specific students letting them know that either letter is making its way home.

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).

M.S.319 offers all three types of ELL program models. All students are able to be accommodated based on parent choice. Most of the newly arrived ELLs are placed in the transitional bilingual program (as per parent choice). The students who come from Dual language programs are entitled to remaining in that setting. Additionally, as many students advance in their English proficiency, parents request to move these students in to the Dual language program. Those requests are always honored. The same is true for students in the Dual language program as well as the Bilingual program. Since we offer all three settings, the trends are mostly around shifting students around within the different settings to continue to push their language development as per parent request.

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.

Freestanding ENL

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

- b. TBE program. *If applicable.*

TBE Program

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

- c. DL program. *If applicable.*

Dual Language

Last year was the second year of implementation of the Dual Language Program. Our Dual Language Program students outperformed both their monolingual peers and TBE peers on both the ELA & Math Test. At MS 319, we use the 50/50 weekly model, whereby, students receive core subjects like Math one week in English and one week in Spanish. This also applies to Science. The only subjects taught in English are ELA and Social Studies; to assist students in these classes, glossaries, bilingual dictionaries and Social Studies Textbooks in both English & the Native Language are available. ELA teachers are ENL certified. Home Language courses also support Spanish development.

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)?

In the 2014-2015 school year, the 6th, 7th and 8th grade TBE classes were self-contained classes that traveled together as a group. They received ENL in five, two period blocks per week. All students who are newly arrived in the New York City Department of Education system receive ENL instruction in a small group setting. The “Newcomers” are pulled out by a certified ENL teacher during the double-block ENL period. These students receive ENL instruction in BICS, preparing them for conversation with peers and teachers at their new school. These students also receive cultural information about their new country. The students are exposed to ENL websites on the “Independent Learning Center”, which is a 4 year old initiative at MS 319. These “ILCs”, are stations of 6 computers where the students can log onto websites at various language proficiency levels. The teacher for this small group of students monitors their usage and their progress. To prepare for the NYSESLAT exam, the 6th, 7th and 8th grade ELLs participate in Friday language “Clinics”. These clinics are carousel style learning experiences where the students receive topics that match the areas they are having difficulty with. For example, if the student is having difficulty with prepositions of place, the child would participate in a “Clinic” on that topic. These clinics afford the children a fun opportunity to laser in on their areas of weakness without making it an arduous experience. The students earn tickets for participation as well as for correct responses, which can later be turned in for prizes. We have been successfully implementing our Dual Language program for the past 4 years.

Students that both ELL'S and EP'S receive English and Spanish Instruction on a weekly basis. One week in English and one week in Spanish. Students receive instruction in both English and the target language through ELA, Math and Science. Social Studies is taught in English. Students receive support in Social Studies via back to back books, dictionaries, glossaries and heterogeneous pairing of ELL'S with EP'S.

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.

Content areas

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

- List (group and label)
- Brainstorming
- Concept maps
- Literary circles using non-fiction content area text
- Question-answer relationship
- Quick writes
- Read and retell
- Semantic webs
- Role-playing
- Think-pair-share
- Writing process
- Interactive bulletin boards
- Double-entry journals
- Graphic organizers
- Vocabulary building and strengthening using ExCELL
- Semantic maps
- Visualization
- Story telling through pictures and illustrations
- ILC- Independent Learning Centers
- My Access Writing

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

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

Explicit ENL

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

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

Integrated and Freestanding programs

MS 319's ENL teachers use the pull-out and push-in program to ensure that entering, emerging and Transitioning ELLs in the monolingual classes receive the mandated number of instructional minutes per week (360 minutes). Expanding ENL students still in need of language support according to their NYSENLAT and ELA levels are also pulled out or given ENL support within their literacy classrooms. ENL teachers use the 3D Writing Program to focus on students' argumentative writing skills, which is the main focus area for the school. Whether they are pulling out or pushing into their classes, ENL teachers plan with the content area teachers to ensure that they are supporting the work that happens in the classroom and that ENL students are not missing important content instruction. ENL teachers have access to the classroom teachers' conferencing logs, notes and other qualitative as well as quantitative data regarding their students. Access to existing data ensures that the students are not "Over Tested" by re-administering diagnostics that the classroom teachers already have data for. In addition, our long term ELLs and TBE students will use an innovative program called "My Access Writing", to improve and further their understanding of the writing process and direct application of high school & college readiness for essay writing. In sum, All of these strategies are used to support the students with the rigor of complex and demand texts and tasks that the CCLS calls for.

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

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

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

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

6. How do you differentiate instruction for 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

At MS 319 the Staff Development Team (specifically the Bilingual Coordinator) begins by making sure that every child that is registered in our school is taken through the process of identification and scrutiny for ENL services. A designated bilingual teacher in conjunction with the Bilingual Coordinator, look at the student's information when students are registered and classify students accordingly.

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

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

The child is provided the regular instructional day, but is supported with Tier 1 intervention as well as Tier 2 intervention. MS 319's main goal is that the child is given the quality of time that he/she is entitled for ENL. In the ENL classrooms students are placed by language level, not grade level. That means that some of the 6th and 7th graders might be in the same ENL classroom. This information is then utilized for Tier 1 and Tier 2 intervention. During the regular school day the subject teachers have a "buddy system" in which the SIFE students are paired with a student who has had more formal instruction. The classroom activities are based on the following:

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

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

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

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

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

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

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

In the middle of the year, the ENL teachers conduct a practice test very similar to the NYSELAT in order to assess growth and develop instructional plans for the students. During the entire school year, students participate in advisories as well as

clubs with the monolingual students in order to immerse them in activities that are fun, but yet provide them with means to communicate in English (natural approach). ELA Test-prep is aligned to NYSENLAT Test sophistication.

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

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

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

INFORMATION ASSESSMENT

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

CLASSROOM ACTIVITIES

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

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

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

1. Information and understanding
 - * Content area textbooks
 - * Primary sources
 - * Biographies
 - * Technical matters
 - * Reference books
 - * Literacy circles
 - * Essays, etc.
2. Literary response and expression
 - * Myths and legends
 - * Short stories
 - * Electronic books, etc.
3. Critical Analysis and Evaluation
 - * Literacy tests
 - * Books – fiction and non-fiction
 - * Newspapers, magazines, etc.
4. Social Interaction
 - * Friendly letters
 - * Journals (math) and writer’s notebooks (literacy)

* E-mail (e-chalk)

5. Core Standards Alignment between ELA and ENL

*Dual Language Pacing Calendar alignment to the school's ELA curriculum and to the Core Standards

* ENL & Bilingual Pacing Guides aligned to the school's ELA curriculum and to the Core Standards

Plan for ELLS' 4-6 Years - Students that have been ELL'S are serviced in many ways* Professional development for both monolingual and bilingual teachers on instructional strategies that will develop and accelerate acquisition of language, math and core content knowledge

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

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

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

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

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

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

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

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

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

*Professional development on ELL strategies is offered to all teachers

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

*Alignment of pacing and curriculum maps through core-standards

*Option of participation of Title III Letters and Afterschool Program

*Freestanding for Math and Literacy Interventions

*Small class size in ELA and Math classes

Prior to the beginning of academic year 2015-2016, the MS 319 Bilingual Team reviewed available data for our incoming 6th grade students. We look specifically at the elementary school testing history, including NYSENLAT data and ELA scores when applicable. We also review cumulative records and IEPs when applicable. The team first looks to identify potential ELLs, then to place them appropriately in either Transitional Bilingual classes, monolingual classes with ENL support services. This process continues as students are registered throughout the academic year. This is the same process for the students who have been previously enrolled in our school. The team continues to review student data, scores and teacher recommendations to adjust any placements which become inappropriate due to rapid growth and progression.

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

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

- A minimum of 15 hours of staff development for ELL instruction
- Training on forming a buddy system (student to student) for peer tutoring
- Modality scores per student so subject teachers are able to assist
- students in the areas that they need help.
- Teacher study groups once a week to assist teachers in their teaching strategies for ELL's.

PULL OUT/INTEGRATED ENL

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

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

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

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

For at least two years after MS 319 students achieve levels of Proficient on the NYSENLAT test, they remain in an ENL class, receiving instruction using ENL methodologies through Social Studies and Science content. In addition, all teachers of other subjects are given, along with a list of ELLs, a list of "former ELLs" so they are aware who in their classes needs continued support. Teachers are also given training on ENL strategies through professional development sessions, such as ExcELL and QTEL.

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.

Students are placed in the parent choice program. An instructional program is created for all incoming ELLs to ensure that they receive their mandated number of minutes for ENL and HLA (depending on the program setting). Once that program is created, it will exist throughout the year. Which means the child will receive their mandates services until the final decision is made about the parent appeal.

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?

At the present time, MS 319 has 29 ELL students in grade 6th, 32 in grade 7th & 35 in grade 8th who have been identified as having special needs. The students in the mainstream ENL classes received SETSS services as well as ENL services according to their proficiency level. ENL and SETSS teachers communicate on a regular basis about instruction and the students' instructional needs. In addition, the ENL teachers push in to these students' literacy classes to provide small group and individualized instruction and to ensure that the students do not miss literacy instruction time. The students in the 12 to 1 classes also receive ENL instruction through the ENL pull-out/push-in program.

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?

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

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	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

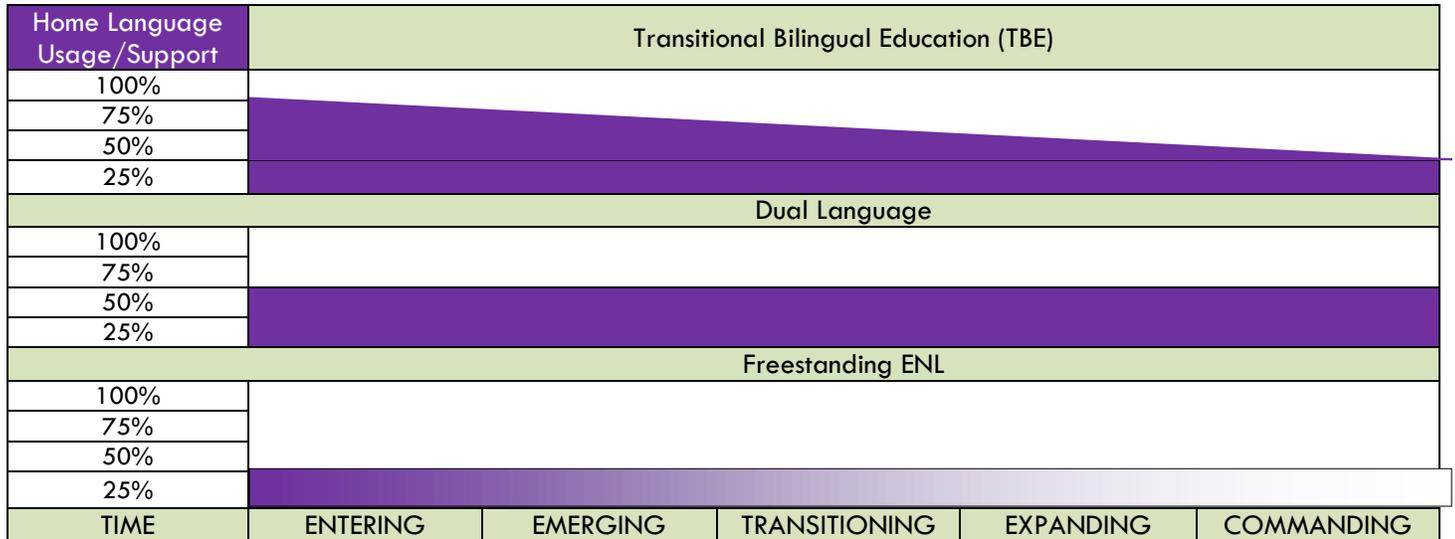


*Note “other approved services” does not apply to New York City at this time.

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. Sixty six percent of our students here at M.S. 319 are English Language Learners or former English Language Learners. It is our priority as a school and a community to ensure that the needs of our population are met. Our ELLs not only have access to all the instructional and extracurricular programs at the school but all of our ELLs receive their mandated ENL freestanding. Additionally, we make use of our Title III funding to target the language and content needs of our students. Our Title III program currently serves one hundred and sixty six of our English Language Learners. Additionally, we have another after school program (not under title III) which services the remainder of our English Language Learners in need of additional instruction. With our title III funds we provide additional support outside of the mandated services in four times a week. We provide English instruction Mondays and Wednesdays from three pm until four thirty and on Tuesdays and Thursdays we provide additional instruction in Math on the same aforementioned times. The Language of instruction is English.
- All of the materials used during the instructional day, AIS and after school are all based on needs of each grade and class. For example: for our freestanding periods we are currently using the Focus on grammar books for grades 6, 7 and 8th which cover many of the concepts our ELLs need to master according to the reading and writing data results. For our after school title III Language support we are using Read-in Writer by grade level as well as the Finish Line texts which have proven to be highly effective with our learners. Finally, to enhance and improve the quality of writing across the school with our English Language Learners we will be making use MYACCESS writing which is both academically appropriate and language acquisition appropriate for our students. Additionally, Student support levels according to age & grade levels- At MS 319 our ELL population participates of a variety of activities not only in the area of academics but on the artistic and social level. Examples of this are town halls by grade levels that emphasize cultural and educational aspects of students academic life via performances, discussions, Ready for College Initiatives, as well as E-Clubs (Enrichment Clubs) where students participate from a wide available menu items such as Environmental Club, Music Appreciation, Art & Technology, Sports, Basketball and many others.
- Newly arrived are supported via a "buddy system" where a native speaker of English is paired with a new comer students to assist the student in becoming familiarized with school wide initiatives and the cultural aspects of adapting to new surroundings. From an academic perspective, students work with new comers heterogenously in small groups. New comers participate of all MS 319 initiatives such as school wide clinics , literacy celebrations.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- When looking at 2014 and 2015 data, our ELLs made more progress overall in Math and ELA when compared to our English proficient students. When we analyze the overall growth between 2014 and 2015, 2014 was a better year generally for both our ELLs and our Non-ELL students, however when looking at the growth or lack thereof our ELLs had less of a slip in ELA and Math than the general population which lets us know that there must be something we are doing right in terms of content and language development.
12. What new programs or improvements will be considered for the upcoming school year?
- The focus will continue to be improving the quality of instruction that happens during all ENL periods. The purpose is to ensure that our students show improvement in their writing skills through the revision process. We will continue to focus on grammar skills which will be identified through the students' writing and corrected via teacher feedback.
13. What programs/services for ELLs will be discontinued and why?
- None
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 are afforded equal access to all school programs through the implementation of the SIFE and Title III program. The SIFE program is a program that provides the right balance for our ELLs, especially our SIFE students. This program generally takes place on Saturdays and students usually participate in a reading or writing support class in the first part of the morning and then a sport or social activity in the afternoon portion of the program. It is a program that the students look forward to attending, and that helps the school achieve the goals we have for this particular group of learners.
- Title III generally happens after school and we offer an array of different support for our ELLs, some of our students need assistance with homework, so the school provides that. Other students need support with specific reading or writing skills, the school also provides in. Other ELLs need support with test sophistication, and the anxiety that comes with taking a test in a language other than your native one, so a program is built in to support that group of ELLs with that as well. We also provide help for those students across all content areas, math, science, ela and social studies.
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.
- The following programs are in place (which are mostly web-based): Rosetta Stone, Renaissance reading program, MyOn reading (for the struggling readers) and skills tutor to help students with individual reading and writing skills. All of these programs are meant to enhance and support our learners with improving in their specific areas of focus in reading and writing and additionally it provides the school with the data needed to laser in on specific deficiencies or gaps in learning a student may have.

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

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

Additionally, students’ reading in both Bilingual and the dual language setting is supported by the mandated reading of grade level books both independently and during stamina periods in both English and Spanish.

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

Myon is a program which allows the teachers to scaffold the reading process for individual learners based on their reading level (which often times correlates to their language proficiency). The program is used in conjunction with Pull outs and push in services (as well as sets, for our ells with learning disabilities).

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

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

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).

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

19. What language electives are offered to ELLs?

The school offers a myriad of electives varying from academic based clubs such as French, Spanish regents, chess and so forth to clubs that cater to the social-emotional needs of the students such as different types of sports, step, cheerleading, drama, knitting, etc. These electives are created in thinking about the academic and social emotional needs of the students by grade level.

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)?

We began with just one class in 2 grades 6 years ago and now we have a Dual Language class per grade. Classes 601 and 701 and 801 are our Dual Language classes that MS 319. Math and Science are taught utilizing the week by week model (one week in English and one week in Spanish.) As aforementioned Social Studies and English Language Arts are taught in English with resources such as textbooks, glossaries, the use of cognates and the buddy system in the native language in efforts of supporting the Home Language in ELA. Skills are taught in both native and second language. English proficient students are paired with native speakers heterogeneously and vice versa, thus ensuring a 50/50 balance of language acquisition.

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.)

During the 2014-2015 school year, MS 319 has conducted three full-staff professional development sessions on ELLs. The first session, which happened before the students started classes, focused on the identification of ELLs in all classes, using NYSESALT data, and strategies to use with ELLs. All teachers were given lists of the ELLs in their classes and trained in how to create a “buddy system” by pairing ELLs with non-ELLs in their classrooms.

The second ELL Professional Development focused on strengthening ELL’s language acquisition in the classroom. Teachers were given charts highlighting their ELLs’ Areas of Strength and Areas of Concern according to the 2014 NYSESLAT data. ESL teachers shared their expertise on the strategies for improving students’ vocabulary comprehension through the use of student glossaries, the EXC-ELL program and the visuals to enhance ELLs comprehension of new vocabulary. In another professional development ENL teachers discussed identifying and tracking the language development needs of ELLs in monolingual classrooms. At MS 319, we also use literary circles in the ENL as well as content area classrooms to deepen the ELLs understanding of non-fiction text. The ENL teacher also shared her experience on the use of conferencing to inform, practice and assess ELLs’ listening skills. In addition, teachers received professional development during school and afterschool via the following initiatives:

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

The school offers the type of professional development which assists teachers with supporting the pedagogical needs of ELLs and SWDs across all content areas. For example: trainings such as: “chucking the text”, “The buddy system”, “how to use the traffic lights” or “how to implement the turn and talk rubric” all support teachers in different ways in helping the students access the complexity and rigor found in the new leveled texts and the demands of the tasks across all content areas. These are the kinds of trainings teachers receive across the content areas throughout the academic year.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Both parents and students attend an orientation meeting in which they receive all the respective information needed for starting their middle school careers. Some of the information shared in this meeting is the classes where the child will be placed along with the room numbers and teachers names and email addresses. The students also receive pertinent information about the type of program they are enrolled in, for example the intricacies of the bilingual and dual language programs. Additionally, students are given list of materials and uniform for the school. Additionally, students and parents have access to the many podcasts that teach them about the academic and behavioral expectations of the school.
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.

Being that the majority of our students are or have been ELLs most of the professional development in created with their needs in mind. 90% of the instructional professional development provided is designed to scaffold and support the development and growth of the English Language Learners. Additionally, the bilingual coordinator conducts professional development around scaffolding instruction for both the ENL/Bilingual department as well as for the different departments across the school. Finally, all of the professional development in the school is around meeting the needs of the students and since 66% percent of the student population is or has been an ELL most of the professional development provided in the school as well as the inquiry cycle used to look at student work are developed and implemented around meeting the needs of our ELLs.

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?

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

- Accessing grades online for all parents (engrade training)
- ELL buddy system PD (October and January)
- Bilingual classroom (September – October)
- Mental Health (November)
- Technology, etc. (December, January)
- Ways to help your child in language acquisition (October - November)

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

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

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

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

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

- Cultural celebrations
- Fundraisers
- Parent volunteers

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.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. As aforementioned M.S. 319 enjoys a strong parent teacher association, as a result there is constant communication between the needs of the parents in the community. The school most accesses the needs of the parents through monthly walk through in which parents participate along with the principal the PTA e-board and the Parent coordinator. As part of these walk through parents are informed of what is going on in the school across the contents and grade levels. They are given a checklist which includes some of the components that mirror the quality review. During the walk through parents to go different classrooms and take notes based on what they see in terms of student engagement, scaffolding of instruction and classroom environment. There is a debrief meeting where parents discuss their findings and plan with the principal, the parent coordinator and the PTA e-board moving forward. Additionally, parents are invited to meetings and orientations through-out the school year (aside from parent teacher conference night) in these individual and group meeting where parents are informed about their child's progress.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? MS 319 partners with the Armory athletic program to provide athletic programs. We also partner with the Children's Aid Society, which has a program in our building. We also partner with the Situation Interactive Program which provides free theater tickets to our students three times per year.
5. How do you evaluate the needs of the parents?

M.S. 319 enjoys a strong parent teacher association, as a result there is constant communication between the needs of the parents in the community. The school most accesses the needs of the parents through monthly walk through in which parents participate along with the principal the PTA e-board and the Parent coordinator. As part of these walk through parents are informed of what is going on in the school across the contents and grade levels. They are given a checklist which includes some of the components that mirror the quality review. During the walk through parents to go different classrooms and take notes based on what they see in

terms of student engagement, scaffolding of instruction and classroom environment. There is a debrief meeting where parents discuss their findings and plan with the principal, the parent coordinator and the PTA e-board moving forward.

6. How do your parental involvement activities address the needs of the parents?

The PTA also conducts surveys where they assess the needs of the parents outside of the instructional needs of the students. The school uses that information to set up workshops to support the parents with those specific needs. For example: parents had expressed the need to learn how to access Engrade (the program the school uses to records class grades). A workshop was set up, parents came in, and they were given username and passwords attached to the grades of their individual child. Then parents were shown step by step in both English and Spanish how to access and message the teachers on Engrade. Additionally, parents received written instructions in both languages and a contact person in case they had a question about how to use Engrade. Another example of a need expressed by the parents was the need for adult English classes. The administration brought in an organization and hired certified pedagogues and administrators to teach the adult English program to the parents in the community.

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.

School Name: M.s. 319 Maria Teresa Mirabal

School DBN: 06M319

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)
Ysidro Abreu	Principal		1/1/01
Penelope Duda	Assistant Principal		1/1/01
Willie Frias	Parent Coordinator		1/1/01
Guillermina Reynoso	ENL/Bilingual Teacher		1/1/01
Maria Figueroa	Parent		1/1/01
Denise Diglio	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Coral Zayas	Coach		1/1/01
Derek Pilla	Coach		1/1/01
Ruth Santos	School Counselor		1/1/01
Manny Ramirez	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **06M319** School Name: **Maria Teresa Mirabal**
Superintendent: **Manny Ramirez**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- 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.

Parents of all incoming students are asked to complete the New York City Department of Education "Parent / Guardian Home Language Identification Survey". Using the information gathered from the language survey and parent interviews, the school determines individual written translation and oral interpretation needs to ensure that all family members of the school community are provided with appropriate and timely information in a language that they can understand. There are several of bilingually (in Spanish) and Spanish certified staff who are designated to provide translation support, as necessary, for students and parents. The 6th grade Assistant principal (who speaks English, Spanish and Portuguese) oversees the ESL and bilingual department admission process. Additionally, the Bilingual coordinator (bilingual as well) as well as the Parent teacher coordinator collaborate as needed to provide translation services as needed. The school school counselor also provides translation support (Spanish) to families throughout the school year. In addition, there are several parent volunteers who help to facilitate communication with parents and family members who require translation or clarification. The major findings of the needs of parents within the M.S. 319 community with regard to the school's written translation and oral interpretation is that a majority of parents feel that our English/Spanish translations of newsletters, parent-teacher letters and parent reports provide appropriate opportunity for parents to keep informed about school curriculum, instruction, assessment and special programs. In addition, we provide translations in several different languages, as needed, with our changing enrollment. The school has several staff members who join conferences, meetings and orientation programs to ensure that all parents and visitors can understand and participate. For example, during school orientations held at the school, different pedagogues are invited to serve a guide for parents and are always available to answer questions. As a school community we are fortunate to have a great deal of staff members who are fluent in Spanish and in other languages such as French, Portuguese, and Italian. Parent feedback, as per the Learning Environment Survey, each year indicate that parents are highly satisfied with all aspects of their child's educational program and feel that the school communicates frequently with them.

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

This is the break down of the languages other than English spoken/read and written by the parents at M.S. 319

Spanish – 82.1% Other Languages: 17.9%

Afrikaan- 0.16%
Arabic – 0.66%
French - 0.16%
Mandarin – 0.16%
Tagalog – 0.16%
Wolof- 0.16%
Yoruba- 0.16%

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.)

Placement letters
Entitlement letters
Continuation of service letters
Parent's rights handbook
Weekly newsletters
parent teacher confrences announcements
title III and afterschool program notifications
Parent walk-thru meetings
Assesment dates letters
School leadership team correspondence
Student handbooks

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.

The M.S. 319 pedagogue community is a diverse one. As a result many of the staff members speak a number of different languages. Most of the written and oral translation happens in house. During parent teacher conferences, parent workshops or meetings a pedagogue in the language of need is assigned to work with the group of parents. Additionally, during parent teacher conferences and when most of the staff is involved in individual parent meetings, one of two scenarios take place. Either a Spanish proficient pedagogue is paired with English speaking teacher or the technology coordinator sets up individual teachers with on demand oral translation technology, which translates oral language in to the desired language.

During informal interactions there are administrative staff as well as pedagogues to serve as on demand translators. The school has two school counselors, one bilingual in English and Spanish and the other one bilingual in English and French. The parent coordinator also provides translation services.

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.

90% of the administrative staff is either fluent in Spanish or in a Language other than English. These are the staff members with more flexible schedules who are available for translation as needed. The administrative staff is comprised of the Principal and Assistant Principal. The instructional coaches, includes (but isn't limited to) the Bilingual coordinator, the Special Education coordinator, the technology coordinator, the data specialist, the counselors and the deans for all three grades. When translation is needed at the school whether it is for a meeting or conference, or written translation it always handled in house by someone in the administrative staff or a bilingual pedagogue. Teachers are also encouraged to make use of Google translator, which performs rapid oral translation.

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.

The HILS. 82% of the bilingual population at Ms. 319 speak, read and write Spanish. As aforementioned most of the school staff is either bilingual or fluent in Spanish. All of the translation, whether spoken or written in handled in the school by a pedagogue or administrator. When translation is required of a language not spoken by any pedagogue or administrator in the building the translated unit is contacted or brought in to the school to ensure proper translation. As a contingency plan, as aforementioned the technology coordinator sets up pedagogues in need of translation with an oral translation device always available for use. Additionally, for written translation google translator is utilized, with a pedagogue editing the translations afterward.

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.)

In addition to the built in support teachers receive from the administration as far as translation services, teachers will also receive the over-the-phone interpretation services and this information will be shared over email with the entire staff for everyone's convenience. Staff development is provided on teaching ELLs will include the distribution of information on translation services to the parents in the community. Teachers also receive training in the use of Google oral translator.

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

The parent's bill of rights Bill of rights is distributed at the beginning of the year at the initial parent meeting. Additionally, welcome posters are placed all over the school in the hallways. All of this information is shared throughout the year in the Thursday envelopes that are sent once a week every week. There are walk-throughs that happen once a month conducted by the administration and the parent coordinator. All of these documents are sent home, and are additionally always available at parent meetings, SLT meetings and whenever there is a possibility to interact with parents.

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)

The PTA conducts surveys where they assess the needs of the parents outside of the instructional needs of the students. The school uses that information to set up workshops to support the parents with those specific needs. For example: parents had expressed the need to learn how to access Engrade (the program the school uses to records class grades). A workshop was set up, parents came in, and they were given username and passwords attached to the grades of their individual child. Then parents were shown step by step in both English and Spanish how to access and message the teachers on Engrade. Another example of a need expressed by the parents was the need for adult English classes. The administration brought in an organization and hired certified pedagogues to teach the adult English program to the parents in the community. As aforementioned M.S. 319 enjoys a strong parent teacher association, as a result there is constant communication between the needs of the parents in the community. The school most accesses the needs of the parents through the aforementioned PTA survey created in house. Finally, As a result such an active PA, the school enjoys 100% completion of the city

wide parent survey every year. That data is also used to cater to the specific needs of the parents in the community.