

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

06M324

School Name:

M.S. 324 - PATRIA MIRABAL

Principal:

JANET HELLER

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Patria Mirabal Middle School 324 School Number (DBN): 06M324
Grades Served: 6,7,8
School Address: 21 Jumel Place New York, NY 10032
Phone Number: 212-923-4057 Fax: 212-923-4626
School Contact Person: Janet Heller Email Address: jheller@schools.nyc.gov
Principal: Janet Heller
UFT Chapter Leader: Matthew Rodman
Parents' Association President: Raquel Nunez
SLT Chairperson: Judy Antonini
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Judy Antonini
Student Representative(s):

District Information

District: 06 Superintendent: Manuel Ramirez
Superintendent's Office Address: 4360 Broadway New York, NY 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 New York, NY 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)
Janet Heller	*Principal or Designee	
Matthew Rodman	*UFT Chapter Leader or Designee	
Raquel Nunez	*PA/PTA President or Designated Co-President	
Cindy Sapp	DC 37 Representative (staff), if applicable	
Judy Antonini	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	
Bienvenida Concepcion	Member/ Parent	
Demetrio Chino	Member/Parent	
Minerva Guerrero	Member/ Parent	
Member/Parent	Member/	
Rebecca DelToro	Member/Teacher/SLT Chair	
Juan DeLaCruz	Member/ Teacher	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Patria Mirabal Middle School 324 is a community school in the Washington Heights neighborhood serving students in grades 6, 7, and 8. Our school was founded on the belief that students must be prepared for college, work, and citizenship in a college oriented environment that addresses the specific developmental needs of middle school children. We have partnerships with several community-based organizations and our campus provides a range of academic, health, and recreational supports for middle school students and their families.

We offer a challenging and engaging academic program with a focus on providing individualized interventions to students performing at all academic levels. Teachers work collaboratively to plan instruction and are supported by academic coaches as well as consultants from the New York City Writing Project and Mathematics in the City. We have an established school structure that maximizes time for instruction while also recognizing the need for teacher collaboration time during the school day.

In literacy, students engage with high quality, culturally relevant texts across a variety of genres to prepare them to be lifelong, critical readers, while also learning to write for real world purposes through tasks designed for authentic audiences. Students hone their speaking & listening skills through opportunities for discussion (such as Socratic circles) and presentation (such as TED Talks). What students learn in literacy carries over to the work they do in social studies, where they practice the specific skills of reading and writing like historians. As they do so, students investigate a range of sources from which they learn to draw sound conclusions, analyze cycles of change over time, and apply historical knowledge to current events, resulting in more informed and engaged citizens. In mathematics, students explore content deeply and make connections between concepts by working on engaging, real-world based tasks in every unit. They also develop flexible numeracy skills through carefully sequenced math discussions (Number Strings). Eighth grade students are given the opportunity to prepare for and take the Algebra Regents. In science, students learn to think like scientists. They make hypotheses, perform experiments, collect data and draw conclusions. Literacy is incorporated into the science classroom as students are taught to write scientific claims and support their claims with evidence. Students are given the opportunity to take the Living Environment Regents at the end of eighth grade. We have an extensive arts program with performances and showcases aligned with the Blueprint that integrates the content of math and social studies. Our arts program includes fine arts, instrumental music, vocal music, band, media, musical theater, New Victory Theater and the Shubert Theatre/ Art Connection ELL theater program.

The mission of the school is to prepare all students for college, work, and citizenship in the local and global communities. In order to achieve our mission, M.S. 324 partners with support organizations to develop teacher capacity, strengthen parent-school collaboration, and improve academic outcomes for students. Children's Aid Society provides counseling, medical and dental services, mental health support, parent education classes, and a comprehensive after school program to all students. M.S. 324 partners with Urban Arts to improve academic outcomes for ELL students through professional development and interdisciplinary instruction that incorporates ELL pedagogical strategies. M.S. 324 partners with Wingspan to provide theater and dance education to students. Students receive community service experience and tutoring through Fresh Youth Initiatives. In the Recycle a Bike program, students learn how to repair and design bicycles. Fair Shake for Youth teaches students how to care for and use empathy towards animals. Columbia University provides math tutors and support for a debate team. The New York Road Runners supports the track team. The BOOST program provides enrichment experiences for high achieving students through CEI-PEA. The United States Tennis Association supports the tennis team. Additionally M.S. 324 partners with the International Rescue Committee to provide academic supports to students who have recently arrived in the United States. SAPIS provides counseling for drug and violence prevention. Global Language Project provides support for a Mandarin language club. Artists' space increases ELL students' language proficiency through art projects. Kaplan

provides tutoring for students as they prepare for the Specialized High School Exam. Dr. Heymann provides parents with a Parent Leadership Institute.

Teacher development is supported by school based instructional coaches and assistant principals as well as by outside organizations such as Math in the City, National Council for Teachers of English (NCTE), The National Writing Project (NWP), Teachers Unite, The Billion Oyster Project/Pace University and New York City Writing Project (NYCWP).

We address the social development of students through structured supports such as advisory and a school wide behavior system (PACT). Advisory takes place every morning. The PPT is a multidisciplinary team that meets every Friday morning to discuss and program academic and social emotional interventions. Tiered interventions are outlined in a flow chart used to guide teachers when referring students for intervention. As a Community School Campus we have a medical and mental health clinic on campus that works closely with teachers and parents. City Connects from Boston University assesses whole classes and individual students to determine need for intervention. We collaborate with many mental health facilities in the neighborhood to provide services for students and families.

After school we offer classes and clubs that integrate academic learning into a social setting and address career readiness. Based on student interest and needs, students self-selected or were selected by teachers to attend clubs offering Debate, Recycle a Bicycle, Peer Tutoring, Creative Writing, Book Club, Musical Theater, Band, Guitar Club, Book Club, Mandarin Language, Science Club, Boys Track, Girls Track, Girls Basketball, Boys Basketball, Art Portfolio, Art Club, Rainbow Club (Respect for All), and Community Service. It provides a time for teachers and students to build community within a social setting that incorporates academics. After school and on Saturdays we offer tutorials to address academic needs and strengths. These include math, literacy and science classes for bilingual students, Kaplan SHS test prep, math and literacy intervention.

Of our 475 students, 34% of students are English language learners. M.S. 324 offers ESL and a Spanish Transitional Bilingual Education program in grades 6, 7, and 8. Over 18% of our students receive special education services. M.S. 324 provides all special education services in line with students' IEPs which currently include speech and language, occupational therapy, counseling, vision services, hearing services, assistive technology supports, Integrated Co-Teaching (ICT), Special Education Support Services (SETSS), self-contained classes, and ACES programs for students with cognitive disabilities.

M.S. 324 received a rating of well-developed on all rated areas of the 2014-2015 Quality Review. On the 2014-2015 School Quality Guide M.S. 324 exceeded the target for student progress, student achievement, and school environment. M.S. 324 met the target for closing the achievement gap. The percentage of students scoring a level 3/4 on the ELA exam increased from 12.8% in 2013 to 13.7% in 2014. The average ELA proficiency increased from 2.25 to 2.30. The percentage of students scoring at level 3/4 on the Math exam increased from 25.9% to 30.2%. The average Math proficiency increased from 2.54 to 2.61.

The school met the target for closing the achievement gap. There was an increase in the all subgroups in ELA: 47.3% of ELL students, 57.1% of students who were the Lowest Third Citywide, 58.3% of students with disabilities and 55.7% males in lowest third citywide are in the 75th growth percentile or higher. There was an increase in all subgroups in Math: 58.3% of students with disabilities, 56.2% of ELL students, 68.2% of students who were the lowest third citywide, and 60.8% of males in the lowest third citywide are in the 75th Growth Percentile or higher.

In 2014, 44.5% of our current students received a PL 1 on the ELA which is a decrease from 2013 when 51% students scored a PL 1. Of the 44.5% (189 students), who received a PL 1 on the ELA exam, 52% are ELLs. This indicates that most students in PL1 are English Language Learners. Further analyses shows that of the ELL students at level 1, 62 students received less than 3 years of service in a school within the United States.

Based on assessment data, school quality review feedback, and the school quality guide, M.S. 324 has made the most progress in the areas of *Rigorous Instruction*. The school has designed and implemented a rigorous Common Core aligned curriculum. Additionally M.S. 324 has made progress in the area of *Supportive Environment*. School staff engaged in professional development from Teachers Unite to learn restorative justice practices that have now been

implemented within classrooms. Growth was also made in the area of *Strong Family-Community* ties through the work of the pupil personnel team and a partnership with Children's Aid Society which resulted in a greater number of parents connecting to community based organizations. Additionally M.S. 324 continued to excel in the areas of *Collaborative Teachers*, *Effective School Leadership*, and *Trust*.

Our area of focus for the 2015-2016 school year falls within the element of *Rigorous Instruction*. We aim to increase growth in Literacy for our ELL students through rigorous instruction with regular and targeted feedback using inquiry-based tasks aligned to the CCLS. Additionally teachers will be provided regular and targeted feedback along with professional development on ELL strategies and interventions. Teachers will collaboratively plan curriculum including tasks that meet the needs of all students. This area of growth touches on several of the components of *The Framework for Great Schools* but most closely aligns with rigorous instruction. M.S. 324 will continue to deepen its instructional supports for ELLs to ensure that all ELL students meet or exceed grade level standards. Patria Mirabal Middle School 324 is a community school in the Washington Heights neighborhood serving students in grades 6, 7, and 8. Our school was founded on the belief that students must be prepared for college, work, and citizenship in a college oriented environment that addresses the specific developmental needs of middle school children. We have partnerships with several community-based organizations and our campus provides a range of academic, health, and recreational supports for middle school students and their families.

We offer a challenging and engaging academic program with a focus on providing individualized interventions to students performing at all academic levels. Teachers work collaboratively to plan instruction and are supported by academic coaches as well as consultants from the New York City Writing Project and Mathematics in the City. We have an established school structure that maximizes time for instruction while also recognizing the need for teacher collaboration time during the school day.

In literacy, students engage with high quality, culturally relevant texts across a variety of genres to prepare them to be lifelong, critical readers, while also learning to write for real world purposes through tasks designed for authentic audiences. Students hone their speaking & listening skills through opportunities for discussion (such as Socratic circles) and presentation (such as TED Talks). What students learn in literacy carries over to the work they do in social studies, where they practice the specific skills of reading and writing like historians. As they do so, students investigate a range of sources from which they learn to draw sound conclusions, analyze cycles of change over time, and apply historical knowledge to current events, resulting in more informed and engaged citizens. In mathematics, students explore content deeply and make connections between concepts by working on engaging, real-world based tasks in every unit. They also develop flexible numeracy skills through carefully sequenced math discussions (Number Strings). Eighth grade students are given the opportunity to prepare for and take the Algebra Regents. In science, students learn to think like scientists. They make hypotheses, perform experiments, collect data and draw conclusions. Literacy is incorporated into the science classroom as students are taught to write scientific claims and support their claims with evidence. Each year, students engage in a year-long study that focuses on a specific branch of science. Students are given the opportunity to take the Living Environment Regents at the end of eighth grade. We have an extensive arts program with performances and showcases aligned with the Blueprint that integrates the content of math and social studies. Our arts program includes fine arts, instrumental music, vocal music, band, media, musical theater, New Victory Theater and the Shubert Theatre/ Art Connection ELL theater program.

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students through CEI-PEA. The United States Tennis Association supports the tennis team. Additionally M.S. 324 partners with the International Rescue Committee to provide academic supports to students who have recently arrived in the United States. SAPIS provides counseling for drug and violence prevention. Global Language Project provides support for a Mandarin language club. Artists' space increases ELL students' language proficiency through art projects.

Kaplan provides tutoring for students as they prepare for the Specialized High School Exam. Dr. Heymann provides parents with a Parent Leadership Institute.

Teacher development is supported by school based instructional coaches and assistant principals as well as by outside organizations such as Math in the City, National Council for Teachers of English (NCTE), The National Writing Project (NWP), and New York City Writing Project (NYCWP). Through these professional development organizations MS324 works to ensure that all students have access to an engaging and rigorous curriculum. Science teachers study writing in the content area with the NWP. Math teachers learn innovative math instructional strategies to improve students' critical thinking skills and number fluency with Math in the City. Literacy teachers work with NCTE and the NYCWP to develop critical Literacy skills. Teachers Unite provides professional development and resources on restorative justice practices. Shifting Boundaries provides professional development on teen dating lessons. The Billion Oyster Project STEM Program at Pace University provides professional development and interactive, inquiry based instructional experiences for students.

We address the social development of students through structured supports such as advisory and a school wide behavior system (PACT). Advisory takes place every morning. Teachers plan advisory content during grade team meetings based on the specific needs of the grade or of the class with the goal of developing connections between teachers and students. Every student is known by at least two adults in the school. The PPT is a multidisciplinary team that meets every Friday morning to discuss and program academic and social emotional interventions. Tiered interventions are outlined in a flow chart used to guide teachers when referring students for intervention. As a Community School Campus we have a medical and mental health clinic on campus that works closely with teachers and parents. City Connects from Boston University assesses whole classes and individual students to determine need for intervention. We collaborate with many mental health facilities in the neighborhood to provide services for students and families.

After school we offer classes and clubs that integrate academic learning into a social setting and address career readiness. Based on students' interests, teachers created a variety of clubs. Based on student interest and needs, students self-selected or were selected by teachers to attend clubs offering Chess, Debate, Recycle a Bicycle, Peer Tutoring, Creative Writing, Book Club, Musical Theater, Band, Guitar Club, Book Club, Peer Intervention, Mandarin Language, Science Club, Stock Market Game, Tennis, Boys Track, Girls Track, Volleyball, Girls Basketball, Boys Basketball, Soccer, Art Portfolio, Art Club, Rainbow Club (Respect for All), and Community Service. It provides a time for teachers and students to build community within a social setting that incorporates academics.

After school and on Saturdays we offer tutorials to address academic needs and strengths. These include math, literacy and science classes for bilingual students, Kaplan SHS test prep, math and literacy intervention.

Of our 475 students, 34% of students are English language learners. M.S. 324 offers ESL and a Spanish Transitional Bilingual Education program in grades 6, 7, and 8. Over 18% of our students receive special education services. M.S. 324 provides all special education services in line with students' IEPs which currently include speech and language, occupational therapy, counseling, vision services, hearing services, assistive technology supports, Integrated Co-Teaching (ICT), Special Education Support Services (SETSS), self-contained classes, and ACES programs for students with cognitive disabilities.

M.S. 324 received a rating of well-developed on all rated areas of the 2014-2015 Quality Review. On the 2014-2015 School Quality Guide M.S. 324 exceeded the target for student progress, student achievement, and school environment. M.S. 324 met the target for closing the achievement gap. The percentage of students scoring a level 3/4 on the ELA exam increased from 12.8% in 2013 to 13.7% in 2014. The average ELA proficiency increased from

06M324 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	475	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	1	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	59	# SETSS	N/A	# Integrated Collaborative Teaching
				12
Types and Number of Special Classes (2014-15)				
# Visual Arts	16	# Music	15	# Drama
				N/A
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	83.6%	% Attendance Rate	94.2%	
% Free Lunch	89.1%	% Reduced Lunch	3.8%	
% Limited English Proficient	35.1%	% Students with Disabilities	24.4%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American	10.7%	
% Hispanic or Latino	85.3%	% Asian or Native Hawaiian/Pacific Islander	1.8%	
% White	2.0%	% 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)	N/A	# of Counselors/Social Workers (2014-15)	1	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	N/A	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	N/A	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	13.7%	Mathematics Performance at levels 3 & 4	30.2%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	55.6%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	70.8%	
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	YES	
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	YES	
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	NO	
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.

Patria Mirabal Middle School 324 is a community school in the Washington Heights neighborhood serving students in grades 6, 7, and 8. Our school was founded on the belief that students must be prepared for college, work, and citizenship in a college oriented environment that addresses the specific developmental needs of middle school children. We have partnerships with several community-based organizations and our campus provides a range of academic, health, and recreational supports for middle school students and their families.

We offer a challenging and engaging academic program with a focus on providing individualized interventions to students performing at all academic levels. Teachers work collaboratively to plan instruction and are supported by academic coaches as well as consultants from the New York City Writing Project and Mathematics in the City. We have an established school structure that maximizes time for instruction while also recognizing the need for teacher collaboration time during the school day.

In literacy, students engage with high quality, culturally relevant texts across a variety of genres to prepare them to be lifelong, critical readers, while also learning to write for real world purposes through tasks designed for authentic audiences. Students hone their speaking & listening skills through opportunities for discussion (such as Socratic circles) and presentation (such as TED Talks). What students learn in literacy carries over to the work they do in social studies, where they practice the specific skills of reading and writing like historians. As they do so, students investigate a range of sources from which they learn to draw sound conclusions, analyze cycles of change over time, and apply historical knowledge to current events, resulting in more informed and engaged citizens. In mathematics, students explore content deeply and make connections between concepts by working on engaging, real-world based tasks in every unit. They also develop flexible numeracy skills through carefully sequenced math discussions (Number Strings). Eighth grade students are given the opportunity to prepare for and take the Algebra Regents. In science, students learn to think like scientists. They make hypotheses, perform experiments, collect data and draw conclusions. Literacy is incorporated into the science classroom as students are taught to write scientific claims and support their claims with evidence. Students are given the opportunity to take the Living Environment Regents at the end of eighth grade. We have an extensive arts program with performances and showcases aligned with the Blueprint that integrates the content of math and social studies. Our arts program includes fine arts, instrumental music, vocal music, band, media, musical theater, New Victory Theater and the Shubert Theatre/ Art Connection ELL theater program.

The mission of the school is to prepare all students for college, work, and citizenship in the local and global communities. In order to achieve our mission, M.S. 324 partners with support organizations to develop teacher capacity, strengthen parent-school collaboration, and improve academic outcomes for students. Children’s Aid Society provides counseling, medical and dental services, mental health support, parent education classes, and a comprehensive after school program to all students. M.S. 324 partners with Urban Arts to improve academic outcomes for ELL students through professional development and interdisciplinary instruction that incorporates ELL pedagogical strategies. M.S. 324 partners with Wingspan to provide theater and dance education to students. Students receive community service experience and tutoring through Fresh Youth Initiatives. In the Recycle a Bike program, students learn how to repair and design bicycles. Fair Shake for Youth teaches students how to care for and

use empathy towards animals. Columbia University provides math tutors and support for a debate team. The New York Road Runners supports the track team. The BOOST program provides enrichment experiences for high achieving students through CEI-PEA. The United States Tennis Association supports the tennis team. Additionally M.S. 324 partners with the International Rescue Committee to provide academic supports to students who have recently arrived in the United States. SAPIS provides counseling for drug and violence prevention. Global Language Project provides support for a Mandarin language club. Artists' space increases ELL students' language proficiency through art projects. Kaplan provides tutoring for students as they prepare for the Specialized High School Exam. Dr. Heymann provides parents with a Parent Leadership Institute.

Teacher development is supported by school based instructional coaches and assistant principals as well as by outside organizations such as Math in the City, National Council for Teachers of English (NCTE), The National Writing Project (NWP), Teachers Unite, The Billion Oyster Project/Pace University and New York City Writing Project (NYCWP).

We address the social development of students through structured supports such as advisory and a school wide behavior system (PACT). Advisory takes place every morning. The PPT is a multidisciplinary team that meets every Friday morning to discuss and program academic and social emotional interventions. Tiered interventions are outlined in a flow chart used to guide teachers when referring students for intervention. As a Community School Campus we have a medical and mental health clinic on campus that works closely with teachers and parents. City Connects from Boston University assesses whole classes and individual students to determine need for intervention. We collaborate with many mental health facilities in the neighborhood to provide services for students and families.

After school we offer classes and clubs that integrate academic learning into a social setting and address career readiness. Based on student interest and needs, students self-selected or were selected by teachers to attend clubs offering Debate, Recycle a Bicycle, Peer Tutoring, Creative Writing, Book Club, Musical Theater, Band, Guitar Club, Book Club, Mandarin Language, Science Club, Boys Track, Girls Track, Girls Basketball, Boys Basketball, Art Portfolio, Art Club, Rainbow Club (Respect for All), and Community Service. It provides a time for teachers and students to build community within a social setting that incorporates academics.

After school and on Saturdays we offer tutorials to address academic needs and strengths. These include math, literacy and science classes for bilingual students, Kaplan SHS test prep, math and literacy intervention.

Of our 475 students, 34% of students are English language learners. M.S. 324 offers ESL and a Spanish Transitional Bilingual Education program in grades 6, 7, and 8. Over 18% of our students receive special education services. M.S. 324 provides all special education services in line with students' IEPs which currently include speech and language, occupational therapy, counseling, vision services, hearing services, assistive technology supports, Integrated Co-Teaching (ICT), Special Education Support Services (SETSS), self-contained classes, and ACES programs for students with cognitive disabilities.

M.S. 324 received a rating of well-developed on all rated areas of the 2014-2015 Quality Review. On the 2014-2015 School Quality Guide M.S. 324 exceeded the target for student progress, student achievement, and school environment. M.S. 324 met the target for closing the achievement gap. The percentage of students scoring a level 3/4 on the ELA exam increased from 12.8% in 2013 to 13.7% in 2014. The average ELA proficiency increased from 2.25 to 2.30. The percentage of students scoring at level 3/4 on the Math exam increased from 25.9% to 30.2%. The average Math proficiency increased from 2.54 to 2.61.

The school met the target for closing the achievement gap. There was an increase in the all subgroups in ELA: 47.3% of ELL students, 57.1% of students who were the Lowest Third Citywide, 58.3% of students with disabilities and 55.7% males in lowest third citywide are in the 75th growth percentile or higher. There was an increase in all subgroups in Math: 58.3% of students with disabilities, 56.2% of ELL students, 68.2% of students who were the lowest third citywide, and 60.8% of males in the lowest third citywide are in the 75th Growth Percentile or higher.

In 2014, 44.5% of our current students received a PL 1 on the ELA which is a decrease from 2013 when 51% students scored a PL 1. Of the 44.5% (189 students), who received a PL 1 on the ELA exam, 52% are ELLs. This indicates that

most students in PL1 are English Language Learners. Further analyses shows that of the ELL students at level 1, 62 students received less than 3 years of service in a school within the United States.

Based on assessment data, school quality review feedback, and the school quality guide, M.S. 324 has made the most progress in the areas of *Rigorous Instruction*. The school has designed and implemented a rigorous Common Core aligned curriculum. Additionally M.S. 324 has made progress in the area of *Supportive Environment*. School staff engaged in professional development from Teachers Unite to learn restorative justice practices that have now been implemented within classrooms. Growth was also made in the area of *Strong Family-Community* ties through the work of the pupil personnel team and a partnership with Children's Aid Society which resulted in a greater number of parents connecting to community based organizations. Additionally M.S. 324 continued to excel in the areas of *Collaborative Teachers*, *Effective School Leadership*, and *Trust*.

Our area of focus for the 2015-2016 school year falls within the element of *Rigorous Instruction*. We aim to increase growth in Literacy for our ELL students through rigorous instruction with regular and targeted feedback using inquiry-based tasks aligned to the CCLS. Additionally teachers will be provided regular and targeted feedback along with professional development on ELL strategies and interventions. Teachers will collaboratively plan curriculum including tasks that meet the needs of all students. This area of growth touches on several of the components of *The Framework for Great Schools* but most closely aligns with rigorous instruction. M.S. 324 will continue to deepen its instructional supports for ELLs to ensure that all ELL students meet or exceed grade level standards.

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, MS 324 will accelerate student performance in Literacy for students most at risk within the subgroup of English Language Learners. By June 2016, 47% of ELL students will achieve the 75th growth percentile on the New York State ELA exam through the implementation of language objectives and ELL strategies across Literacy, Math, Social Studies, and Science.

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>Specific goals and benchmarks will be outlined, monitored and revised based on student performance and growth throughout the school year. In September 2015 teachers will analyze student work, assessments, portfolios and the 2015 ELA and NYSESLAT to determine what strategies and skills were assessed and which students did not demonstrate mastery. Teachers will use this information to modify units to address students' specific needs across content areas.</p> <p>Teachers will use ongoing assessments such as running records, conference notes, reading logs and classroom tasks to monitor growth of specific reading and writing strategies. Reading and writing formative assessments will be used every nine weeks to determine students' reading and writing levels and growth in use of specific skills and strategies.</p>	<p>ELL students</p> <p>Teachers</p>	<p>September 2015-June 2016</p> <p>September 2015-initial data analysis, formative assessments every 9 weeks</p>	<p>Teachers-data analysis, adjustment of units, and progress monitoring</p> <p>Literacy/Social Studies Coach</p> <p>Assistant Principals-data analysis professional development</p>
<p>Teachers will engage in a collaborative partnership with Urban Arts. Through this partnership teachers will engage in professional development about research based strategies to support English language learners and will integrate ELL strategies and arts into content area instruction. Teachers will then provide professional development to the staff based on the results of their work with Urban Arts. Teachers and students will provide parent workshops on the Urban Arts curriculum and pedagogical strategies including a showcase of student work.</p>	<p>ELL students</p> <p>Parents of ELL students</p> <p>5 teachers: 2 bilingual Literacy teachers, 1 Social Studies/ESL teacher, 2 special education teachers</p>	<p>September 2015-June 2016</p> <p>5 PD sessions, weekly planning/PD with Urban Arts partner, minimum of 90 minutes/week of integrated arts- content area instruction using ELL strategies, Parent workshop in October</p>	<p>Assistant Principal supervising ELL programs</p> <p>Urban Arts Teacher Team</p> <p>All staff-PD</p>

<p>Bilingual and monolingual teachers will attend biweekly PD provided by APs and coaches. Teachers will align curriculum maps with Common Core Learning Standards (CCLS) for Literacy, the New Language Arts Progressions (NLAP), and the NYSESLAT Targets of Measurement and will incorporate specific ELL strategies.</p>	<p>Teachers of ELLs ELL students</p>	<p>September 2015-June 2016, bi weekly PD</p>	<p>Literacy/SS coach, APs supervising Math/Science/ELL Bilingual and monolingual teachers</p>
<p>Targeted ELL students will participate in intervention groups twice a week that are aligned to their needs. Teachers will utilize strategies learned in professional development and will collaboratively create intervention plans based on ongoing data analysis of students' needs.</p> <p>Strategies include work on fluency, phonological processing, grammar, syntax, word work and stamina in reading and writing. Programs such as English 3D and Sound Reading Solutions will be used to support student growth. Intervention groups will take place during the school day and after school Monday through Thursday and on Saturday. Teachers will provide parent workshops on the ELL interventions and how parents can support students at home.</p>	<p>ELL Students Parents of ELLs</p>	<p>October 2015-June 2016, intervention groups twice a week beginning in October, Parent workshop in October</p>	<p>Intervention teachers Assistant Principal supervising ELL teachers and intervention</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 Fair Student Funding and Title 1 SWP will continue to be used to fund two full time ESL teaching positions. Contract for Excellence, Title 1 SWP and Tax Levy Fair Student Funding will continue to be used to fund teachers to provide strategic intense small group intervention in literacy and reading and writing in the content areas. Title 1 SWP will continue to be used to provide coverage for teachers participating in professional development focused on ELL learning strategies. SIFE and Title 3 will continue to be used to fund after school and Saturday programs for ELL and SIFE students. The program will fund from October 2015 until May 2016. NYSTL textbook funds will be used to purchase common core aligned materials.</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	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 2016 students will move up one instructional level as measured by the Fountas and Pinnell Reading Levels. By June 2016 students will move up two instructional levels as measured by the Fountas and Pinnell Reading Levels. By February 2016 students will make progress on their specific goals set after teachers analyzed the</p>

September diagnostics. By June 2016, 47% of ELL students will achieve the 75th growth percentile on the New York State ELA exam.

Ongoing progress monitoring:

1. Teachers will incorporate instructional methods indicated on lesson plans and unit plans.
2. Administration will provide written feedback to teachers based on observations.
3. Lesson plans will include new instructional strategies based on readings.
4. Plans will be revised based on review of student work and assessments.
5. Lesson plans and student work will include goals for fluency, processing, grammar, syntax and word work.
6. Assessments will show student progress.
7. Teachers will analyze student work using protocols at department professional development sessions.

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

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

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

Part 1 – Needs Assessment

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

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.

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>

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.

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

	Tax Levy		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.

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

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

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

Part 1 – Needs Assessment

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

A review of teacher work shows that curriculum plans are enriched by collaboration. The 2015 Quality Review indicated that teacher pedagogy was rated well developed and is also the area of focus. The quality review also noted that teachers have a deep understanding of each student’s learning profile and the pedagogical practices that lead to student growth. However, student learning could be further enhanced if teachers shared and then implemented best practices across all classrooms.

Reviews of student work and classroom observations demonstrate that learning is accelerated when students are engaged in rigorous, inquiry based learning tasks. Review of student work, state exams and interim assessments indicate that students do use higher level thinking skills such as analysis and synthesis to formulate arguments, opinions and to understand the reasoning of others.

Students are making significant progress. On the June 2014 exams, the median growth percentile was 70 for ELA and 75 for Math. While M.S. 324 exceeded the target for both student achievement and student growth, the average student proficiency (ELA-2.32, Math-2.61) is still below Levels 3 and 4. Students are making significant growth but are performing below grade level. Results of the teacher survey indicate that teachers need to continue to revise the curriculum to fully embed the practices outlined in the instructional shifts.

These data points show that teachers have begun to implement the instructional shifts but now need to deepen their work in this area by collaboratively refining tasks and creating new tasks to address our students’ needs.

Through collaborative planning teachers will identify and develop best practices around writing and implementing tasks.

Teachers will collaboratively create a minimum of four literacy tasks and five math tasks within the curriculum that are rigorous and aligned with the CCLS. They will engage in developing curriculum maps, units of study and instructional plans that align with the CCLS. They will collaboratively develop project-based instructional plans that address real-life challenges through hands-on learning, and encourage higher-order thinking skills, problem solving, and application of concepts and skills. Teachers will develop instructional activities that support the integration of math and science and integration of literacy and social studies.

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, all classroom teachers as members of 6th, 7th, and 8th grade subject teams will collaboratively develop and implement a minimum of four Literacy and Math tasks that are embedded in rigorous curriculum units aligned to the CCLS as evidenced by meeting minutes, tasks, and student portfolios.



Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Establish a comprehensive math professional development series incorporating the CCLS, Citywide Instructional Expectations supported by the math coach and Math in the City.</p> <p>Establish a comprehensive literacy professional development series incorporating the CCLS and study the shifts in standards in collaboration with the National Council of Teachers of English and the New York City Writing Project.</p> <p>PD conducted by the literacy coach and DOE in teaching the reading and writing skills required to write effective arguments in social studies, mathematics and science.</p> <p>Professional development beginning in September measured by teacher participation in workshops, teacher collaboration, inter-class visitations, direct classroom observation and student work.</p>	<p>Teachers</p>	<p>September 2015- June 2016</p>	<p>Math Coach, Literacy Coach, Assistant Principals, Principal</p>
<p>Develop and revise curriculum that incorporate tasks that meet the Citywide Instructional Expectations for Math and Literacy along with lesson plans that reflect backwards planning based on Common Core Learning Standards in Math and Literacy.</p> <p>Common Core aligned tasks created by teachers and demonstrated by samples of student work and plans reflect understanding of curriculum for grades prior and forthcoming.</p>	<p>Teachers</p>	<p>September 2015- June 2016</p>	<p>Math Coach, Literacy Coach, Assistant Principals</p>

Observations of lessons will note evidence of literacy and math tasks aligned to the CCLS following the Danielson Framework for Teaching .			
<p>Establish critical friends and peer reviews to share best practices measured by observation of improvement in teacher practice and student work, performance on unit tests and DYO assessments.</p> <p>Teacher schedules include departmental, grade and team meetings to support PD, curriculum writing and unit planning.</p> <p>Teachers will share findings from implementation of unit tasks, inter-visitations and PD at department meetings.</p> <p>Curriculum units will be reviewed and revised each quarter based on student outcomes.</p>	Teachers	<p>September 2015- June 2016</p> <p>Weekly PD sessions</p> <p>Curriculum revisions quarterly</p>	Math Coach, Literacy Coach, Assistant Principals
<p>Engage parents in Literacy and Math tasks during curriculum night workshops.</p> <p>Engage parents in student progress monitoring through online progress reports updated biweekly, four interim progress reports, and quarterly report cards.</p> <p>The parent coordinator, guidance counselor and coach will hold parent workshops for parent education about CCLS, intervention strategies and programs, teaching in the home with the focus on student achievement.</p> <p>The school will continue to have an open door policy to encourage parent visitation and parent volunteerism in the classroom. Google Translate will be used to translate letters sent home. Translations will be reviewed by the school personnel who understand the nuances of translation.</p>	Parents	<p>September 2015- June 2016</p> <p>Biweekly online progress reports, four interim progress reports, quarterly report cards;</p> <p>Monthly parent workshops</p>	Math Coach, Literacy Coach, Assistant Principals

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>Full time Math/Science and Literacy/Social Studies coaches and APs will conduct PD. NCTE and NYC Writing Project consultants paid with Title 1 SWP funds to conduct PD. Per session rate for teachers to attend PD and to write curriculum. Teachers have common planning time during departmental and team common preps. Principal and AP will conduct observations. Coaches and teachers will revise curriculum based on student data.</p> <p>Tax Levy Fair Student Funding and Title 1 SWP will continue to be used to fund two full time Literacy/Social Studies and Math/Science coaches, consultants from NCTE and NYC Writing Project and to fund the Principal and Assistant Principals who have a solid understanding of how to teach literacy and math to the full array of students present in the school, to lead professional development that is both long term and ongoing and to facilitate interdisciplinary subject teams that meet weekly to discuss students and align instruction. TL Citywide Instructional Expectations and Title 3 will continue to fund per session professional development beginning in September 2015 until May 2016 for</p>
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teachers to develop curriculum units with embedded tasks and that are aligned with Danielson’s Framework for Teaching.

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	X	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.

Every teacher will have a minimum of 4 informal observations using Danielson Framework for Teaching as guide and all teachers will show growth from September 2015 to May 2016. By February 2016 all teachers will have made progress on their area of focus based on their goals set in September.

All teachers will implement two tasks by February 2016 and all students will show growth in February from the September diagnostic. Growth benchmarks will be differentiated for students based on their diagnostic results and individual needs.

Interim Assessments developed and administered in October, December, March and June with results reflecting increase in student performance.

Success will also be measured by teacher participation in workshops, teacher collaboration, inter-class visitations, direct classroom observation and student work.

By October 2015 a PD calendar will outline the PD that supports task development. Tasks will include the integration of math and science and integration of literacy and social studies along with providing real-life challenges, encouraging higher-order thinking and problem solving.

By September 2015 the teacher schedule will reflect meetings built into their weekly schedule. Measured by observation of teacher practices.

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.

On the 2014-15 School Quality Review, Patria Mirabal Middle School 324 received a score of well-developed in all rated areas: 1.1 Curriculum, 1.2 Pedagogy, 2.2 Assessment, 3.4 High Expectations, and 4.2 Teacher Teams and Leadership Development. The area of celebration was 1.1 Curriculum and the area of focus was 1.2 Pedagogy. A review of formal and informal observations and conversations with teachers indicated that our use of common language that described good teaching or a consistent definition of good teaching continues to improve our understanding of teacher effectiveness. Follow up observations and end of year conversations with teachers indicated that feedback that includes specific next steps resulted in the most significant changes in teacher practices. These data points indicate that M.S. 324 needs to continue to develop teacher pedagogy through ongoing observations and feedback sessions that outline the specific next steps needed to improve teacher practice and student learning.

We will continue this process to improve teacher pedagogy that will promote instructional and social emotional conditions for student learning. Using the rubrics of Framework for Teaching, we will develop a consistent definition of good teaching. All faculty members will share this understanding of good teaching and have a common language to describe and discuss best practices. Administrators, coaches and grade team leaders will be trained in the skills of evaluation to ensure that evaluations are consistent and true. Conversations using the protocols of the Framework will promote teachers’ self-realization of areas of need. The objective feedback from the informal observation will result in teacher commitment to improve their practice.

Part 2 – Annual Goal

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

By June 2016 in collaboration with administration, all teachers will have completed a minimum of four informal or three informal/one formal observations based upon a Danielson Framework for Teaching, a researched based rubric that allows for self-reflection and contains focused feedback with next steps resulting in an increase in each teacher’s overall HEDI score.

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) 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>Administrators will attend professional development sessions with the talent coach.</p> <p>Administrators and lead teachers will participate in study groups to enhance evaluators' abilities to assess accurately, provide meaningful feedback and engage teachers in productive conversations about practice to ensure that judgments are consistent between observers.</p>	<p>Principal Assistant Principals</p>	<p>September 2015-June 2016</p>	<p>Principal Assistant Principals Talent Coach</p>
<p>All teachers will attend in school PD sessions on Danielson's Framework for Teaching.</p> <p>All staff members will analyze school data (student exam results, classwork, interim assessment data, and observation data) to create and refine an instructional focus that will guide our collaborative endeavor to improve teacher pedagogy.</p>	<p>Teachers, paraprofessionals, administrators</p>	<p>September-October 2015</p>	<p>Principal Assistant Principals Teachers</p>
<p>A minimum of four informal observations or three informal/on formal observations guided by the four Domains and 8 Components of Danielson's Framework for Teaching will be conducted for each teacher. Administrators and teachers will interpret the low inference evidence using Danielson's Framework for Teaching during observation debriefs. All teachers will receive focused feedback and next steps for ensuring that all students, especially ELLs and SWDs, are engaged in the lesson and mastering the CCLS aligned, grade level objectives.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal Assistant Principals</p>
<p>Administrators will meet individually with teachers to set individual Professional Development Goals and set individual progress targets.</p>	<p>Teachers</p>	<p>September-October 2015: set goals February: mid-year check, June:</p>	<p>Principal Assistant Principals</p>

		end of year assessment	
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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.											
All, grade, departmental and subject teacher teams will attend professional development and use Danielson’s Framework for Teaching to evaluate lessons and their impact on student learning using low inference data.											
The DOE Talent Coach will meet with Principal, APs, Coaches and Lead Teachers on implementing the Danielson Framework for Teaching protocols. Common planning time will be allotted once a week for departmental meetings, once a week for grade team meetings, and twice a week for team meetings. Per session will be used to fund study groups for lead teachers and coaches .											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	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 February 2016, administration and teachers will agree with calibrated rating 90% of the time as to teacher practices that are aligned with Danielson rubric of the 8 components.											
PD will be provided every month where teachers will share their highly effective instructional methods, materials and plans. These will be recorded by coach and materials will be shared on the Google docs site.											
By February 2016 HEDI ratings will increase for each teacher. Lessons rated less than effective will be modified by the next class lesson.											
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.

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.

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) <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>

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.

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

	Tax Levy		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.

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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)	Students who have not made adequate progress (less than 50 th percentile for growth), students who are performing below grade level based on ELA assessments, diagnostics and interim assessments are chosen for intervention groups.	Writing Lab (for all students) Guided reading and vocabulary instruction for students from all sub groups Guided reading, intensive writing tutorials, and vocabulary instruction for ELLs. Lunch and Learn	1:8 ratio small group 1:8 ratio small group 1:15 ratio small group 1:5	During the school day Monday, Tuesday, Thursday after school Monday, Tuesday, Thursday after school and Saturday During the school lunch time
Mathematics	Students who have not made adequate progress (less than 50 th percentile for growth), students who are performing below grade level based on Math assessments, diagnostics and interim assessments are chosen for intervention groups.	Basic skills development in math concepts and procedures Math Lab Intensive instruction in specific skill gaps for ELLS Lunch and Learn	1:8 ratio small group 1:8 ratio small group 1:15 ratio small group 1:3 ratio	Monday, Tuesday, Thursday after school During the school day Monday, Tuesday, Thursday after school and Saturday During the school lunch time
Science	Students are chosen based on their ability to access grade level material using the ELA exam and the Science diagnostic.	Science Instruction and labs Lunch and Learn in small groups Writing in the content area	1:8 ratio small group 1:3 ratio 1:8 ratio	Monday, Tuesday, Thursday after school and on Saturday During the school day Monday, Tuesday, Thursday after school

Social Studies	Students are chosen based on their ability to access grade level material using the ELA exam and the Social Studies diagnostic	Content area literacy strategies Lunch and Learn	1:8 ratio small group 1:3 ratio	Monday, Tuesday after school day During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students are chosen based on an ongoing assessment of students' social emotional needs. Teacher and staff refer students to the PPT (pupil personnel team) which then assigns services to students based on need.	School Counseling, Crisis Intervention Anti-Bullying 7 th and 8 th graders HS Application preparation and visitations. Health counseling	1:1 and small group counseling Small groups Class groups and small groups Class groups and small groups	During school day During the school day During and after the school day During and after 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.
<p>Our rigorous hiring procedures lead to attracting highly qualified teachers. Our hiring committee consists of administrators, teachers and parents. Beginning in February, teachers are asked to predict if they will return the following year. Based on the response, a search begins using the alumni websites of Teaching Fellows and Teach for America. Teachers contact their colleagues in other schools within and outside of the New York City. When Open Market becomes available, vacancies are posted. Candidates are invited to visit the school informally to determine if they would fit in with the school culture. Next, candidates sit for two interviews; one conducted by administration, coaches and parents and then one conducted by teachers. If it is determined that the candidate is a person of interest, the candidate does a demonstration lesson which is observed by administrators, teachers and parents. Where appropriate, students are asked for feedback about the candidate's teaching. After all candidates are interviewed the committee meets to make selections. Once selections are made, the candidates are invited back to attend a departmental meeting. The department provides feedback to the hiring committee. After this, the final selections are made</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Professional Development is held weekly and built into every teacher's schedule to bring instruction in line with the relevant Performance Standards and practices. The Professional Development group is led by the administration in collaboration with the Math/Science and Literacy/Social Studies coaches and with support from Math in the City, National Council of English Teachers and the New York City Writing Project.</p> <p>We provide ongoing professional development on ESL strategies to support ELL learning for literacy and math bilingual and ESL teachers. Teachers attend NCTE seminars and webinars on ELL instructional strategies.</p> <p>Teachers attend professional development as part of their Professional Activity menu and during common preps, after school and provided by outside resources. In collaboration with the literacy coach and ELL coordinator, teachers participate in study groups using journal articles and books addressing the needs of the ELLs and students in special education classes. Planning meetings are held once a week to enable our teachers to identify and target the language needs of students based on assessment of student work. Teachers attend professional development sessions led on understanding and using research on how ELLs learn and to increase English language learning. In class coaching and</p>

after school PD sessions will be utilized. Kyleen Beers' work will be used to provide PD and in class coaching in the content area of literacy to accelerate the academic performance of ELLs in all content areas.

Professional development will support teachers in providing high quality instruction in students' identified areas of need. Teachers will receive PD on the following topics: strengthening vocabulary in the content areas, developing reading fluency, using guided reading to increase reading comprehension and automaticity, using Words Their Way to improve phonological and vocabulary skills, and improving student writing in different genres.

Paraprofessionals attend weekly professional development from the assistant principals on topics that address the students' needs as well as each paraprofessional's area of growth. Topics such as designing questions, providing academic and behavioral support, behavior intervention plans, Common Core Learning Standards, instructional shifts, and supporting diverse learners with CCLS tasks will ensure that paraprofessionals deliver highly effective services to students.

The DOE will provide professional development on implementing the Common Core Learning Standards, strategies for addressing the needs of English language learners and students with disabilities. Administrators will attend professional development on observing teachers using the Danielson rubric. Administrators will attend professional development on writing in Science with the National Writing Project as well as professional development on CCLS aligned number strings with Math in the City.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The SLT is the hub of communication and shared decision making. A member of each discipline sits on the SLT. Departmental meetings are used for teacher discussion and creation of various types of assessments. Grade subject team meetings are used to revise and modify assessments to fit the specific needs of the students in the class. Information is disseminated through email and posted on the school's Google doc site.

Professional development is based on review of observations, Teacher Instructional and Professional Goal forms submitted in September and student data from state exams, formative assessments and student work. Professional development is provided by Coaches, Principal, Assistant Principals and consultants from The NYC Writing Project, National Council of Teachers of English, and the DoE central office.

Effectiveness of PD is based on teacher feedback and observations to determine effective implementation.

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	271,140.00	x	Section 5A Part 4a, Section 5c part 4a, Section 5D part 4a
Title II, Part A	Federal	0		
Title III, Part A	Federal	18,276.00	x	Section 5A Part 4a, Section 5C part 4a
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,139,324.00	x	Section 5A Part 4a, Section 5C part 4a, Section 5D part 4a

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) Template

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. Patria Mirabal Middle School 324, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

Patria Mirabal Middle School 324, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Patria Mirabal MS 324</u>	DBN: <u>06M324</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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>130</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>18</u>
of certified ESL/Bilingual teachers: <u>5</u>
of content area teachers: <u>13</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: _____ Assessment Analysis and Rationale:

Middle School 324 is located in Region 10, District 6 of New York City. The language allocation policy team includes Janet Heller (Principal), Diana Trautner (Assistant Principal), Sandra Capers (Assistant Principal), Judy Ortega (Parent Coordinator), Gina Salerno (Literacy Coach), Thelma Dolmo (Bilingual literacy teacher), Juan DeLaCruz (Bilingual math teacher), and Samuel Amador (ESL teacher).

There are 478 students enrolled in grades 6, 7, and 8 at MS 324 for the 2014-2015 school year. Thirty-four percent of our students (163 students) are English Language Learners. The home language for all but thirteen of the students is Spanish. The other thirteen students' home languages are Arabic (7 students), Ahmaric (2 students), French (2 students), Dejula (1 student), and Fulani (1 student).

Of the 163 students identified as English Language Learners, 80 are enrolled in a transitional bilingual general education program. Of these 80 students, 2 receive SETSS. Twenty-one students are enrolled in a monolingual self-contained special education class with ESL and seven are in transitional bilingual self-contained special education class. Fifty-five students are in general education monolingual classes and receive ESL from a certified ESL instructor. Of our 163 ELLs, 46 receive special education services. All ESL and transitional bilingual services are provided by licensed ESL and bilingual teachers. The certified ESL teacher will provide the mandated ESL instruction as a direct service through pull out and push in service to all monolingual students with ESL. Students in bilingual classes will be provided content area instruction by certified bilingual teachers and ESL instruction by a certified ESL teacher. These services are provided for the duration of the school year.

Eighty-four students have received ELL services for 0-3 years and twenty students have received ELL services for 4-5 years. There are fifty-nine students identified as long term ELLs (six or more years as an ELL). Nineteen students identified as long term ELLs are in self-contained special education classes, Eleven are in transitional bilingual classes, and the remaining students are in monolingual classes with ESL. Twenty-two of our 163 ELLs are identified as SIFE students (13% of ELLs).

Out of our 163 ELLs, 150 list Spanish as their home language. Eighty-seven are in a transitional bilingual education program and sixty-three are in monolingual with ESL programs. Twenty-eight receive special education services. Seven students are in a transitional bilingual self-contained special education program. Twenty-one students are in monolingual self-contained special education classes with ESL services.

Students are assessed using a variety of diagnostic, formative, and summative assessments. In addition to the Math, ELA, and NYSESLAT assessments, students' reading levels are assessed using running records. Students' reading and writing is assessed using the DY0 assessments as well as by teacher made rubrics. Students' math levels are assessed using DY0 interim assessments and teacher made unit diagnostic, formative, and summative assessments.

Students score better on tests in their Native Language if they meet two criteria:

A) _____ they are relative new-comers to the United States, and

B) _____ they have received uninterrupted formal education in their native countries.

However, as they receive their formal education in the United States over the years, their academic knowledge, and most importantly, language, is developed more deeply in English.

In Math and Science newcomers do considerably better in their first language than they do in English, but as specialized knowledge and new concepts are introduced, their reliance on their native language to be able to perform lessons, but their limited English Language skills prevent them from being adequately tested in anything other than their native language.

Of our 163 students identified as ELLs, 127 took the NYSESLAT exam during the 2013-2014 school

Part B: Direct Instruction Supplemental Program Information

year. Our current students' scores are as follows: 19% have not yet taken the NYSESLAT, 20% are beginners, 20% are intermediate, and 38% are advanced. Of our ELLs who took the ELA exam, 90 scored a level 1, and 16 scored a level 2. On the Math exam, 86 students scored a level 1, 29 scored a level 2, and 5 scored a level 3.

The DYO assessment results are used for identifying trends in student performance and to drive individualized instruction. The analysis focuses on the needs of the students. For example, teachers identify areas where students are not making progress. According to DYO assessments, students struggle to analyze the meaning of questions and need to improve vocabulary skills and reading comprehension in order to better understand all written material in both the native and target language. Improving vocabulary skills will lead to proficiency in written and spoken English, as well. The math diagnostic indicates that many of our ELLs have gaps in their mathematical knowledge and require in class strategy groups and targeted intervention to accelerate learning. Analysis of inquiry team results and teacher assessments indicated that LT ELL and SIFE students' Literacy abilities hindered their progress in content area work in Science and Math. Students made 1-1.5 years of progress in math but the majority of ELLs have not met performance targets (level 3 or 4). According to running record assessments, the majority of our current SIFE and LT ELL students are reading at a 2nd grade level or lower. Further analysis of classroom assessments proved that the SIFE and LT ELL students at all reading levels need more intensive work in the areas of vocabulary acquisition, phonemic awareness, and reading comprehension which will be provided through the English 3D program and guided reading groups.

The implications of this data for the school's Title III and instruction are to apply all our resources to identify and minimize the academic areas where students struggle and reinforce the areas where students show strengths, so they might demonstrate gains in all academic areas as measured by classroom assessments, interim assessments, student work, and state exams.

The patterns across proficiency levels and grades show a clear deficiency in writing and reading. Students also perform weakest in the areas of gathering meaning from written material, vocabulary, grammar, and phonemic awareness. These are patterns that are not particular to this school, but indicative of the academic realities that ELLs in general face. The strongest modalities in this population are listening and speaking. The deficiencies in reading and writing also hinder progress in Science, Social Studies, and Math and students must be provided with rigorous instruction that includes research-based ELL strategies such as differentiated instruction, scaffolded work, and vocabulary instruction. Students must also receive targeted intervention that will address the needs of specific subgroups such as long term ELLs, SIFE students, and students with disabilities. Students' specific needs will be continuously monitored through assessments such as running records, interim Math and Literacy assessments, CCLS aligned tasks, and classroom assessments. The data will be used to modify classroom instruction and intervention services.

Programs

Overview of Supports for ELLs

We use differentiated instruction to address the language needs of these learners, as well as push-in models, literacy classes, and content-area classes. Scaffolded language supports such as sentence starters are used to support language development. Many of our teachers are familiar with students' first language and provide support as needed; the ESL teacher provides English-language support. In addition to the regular instructional program, we also target our ELL population for writing labs, the Saturday Academy and after school programs, in which we reinforce native and English-language skills. SIFE students receive individualized instruction in class. The teacher provides the student with texts that match the student's literacy level in the native language and in English. The students work on reading, writing, grammar, and vocabulary in class as well as in targeted after school intervention periods. These students also receive supports as they learn the structures and routines of school.

Newcomer ELLs (students in US schools less than 3 years) who are not SIFE are better prepared to do work at grade level in their native language, therefore the plan with these students differs from the plan for the SIFE in the kind of extra instruction they receive. They receive one-on-one instruction and take part in after-school activities with instruction for newcomers geared to maximize English language

Part B: Direct Instruction Supplemental Program Information

learning and acquisition. The plan is to have these students utilize their native language skills to aid them in their second language learning so they might be ready to be shifted to monolingual classes after three years of being at our school. Emphasis is put on reading and speaking, aided greatly by a focus on phonics, while listening (using read-alouds and audio books) and writing skills are developed concurrently.

The majority of long-term ELLs are placed in monolingual classes because their academic language is more developed in English than in their native language. They are overwhelmingly advanced on the NYSESLAT, and as test records show, their weakest modality is writing. With a view to their successful performance on the NYSESLAT, the students attend morning, afternoon, and Saturday sessions in order to receive support in writing workshop, writing conventions as well as learning test taking techniques. This complements the work that the students do during their ESL push-in and pull-out periods. We plan on helping these students gain the knowledge to pass the NYSESLAT and be proficient in English as soon as possible.

Students with special needs receive services according to their IEP requirements. If they are SIFE students, they receive the services described above. They also receive counseling services provided by school staff.

MS 324 has implemented an extensive program using the writing workshop format for all ELLs, since they generally show deficiencies in their writing skills. Writing workshop entails students generating multiple drafts of the same project using editing skills to produce a standard final product. Writing Workshops are typical components of ELA and ESL instruction, but in Science and Mathematics an increasing amount of writing and speaking is being required for presentations, and the techniques learned in writing workshops are used for projects in these subjects.

Targeted Intervention Programs

Based on the aforementioned student needs, teachers will provide interventions both within the regular instructional period and during small group intervention. Our Title III program will complement our core instruction and will be aimed at providing linguistic support in core academic areas.

Small Group Targeted Intervention

Depending on the academic level of the students, interventions have been implemented to address the needs of the students. After initial testing, students who are not making adequate progress and/or students who are performing below grade level are enrolled in a targeted intervention program structured to address the students' specific needs. These students are selected using Teacher's College Reading Assessments, state test scores, DYO assessments in all subject areas, classroom work, and teacher observations. After analyzing student assessment data teachers meet to collaboratively design intervention groups aligned to students' needs. In order to provide interventions to all ELL students who need support, these interventions take place before school, during the school day, after school and on Saturdays.

Based on running records, interim assessment and review of student work, vocabulary, fluency and decoding are areas that ELLs in grades 6-8 have the most difficulty in when reading in English. Based on collected data writing is another area of difficulty for ELL students. Reading and writing are the students' greatest areas of need in grades 6-8. The results of the 2014 state math exams, NYC Performance Assessments in Science and Social Studies and teacher-made content area assessments indicate that new arrival ELLs lack content area vocabulary skills in English. DYO math assessments and teacher made Science assessments indicate that the majority of ELLs in grades 6-8 lack basic math and science skills need additional instruction to meet more advanced standards. Our ELL SIFE students lack basic math skills as well as native language and target language skills.

Based on this data it was determined that there were 39 students who were either long term ELLs or were within 1-2 years of becoming long term ELLs who needed support in the areas of reading comprehension strategies, vocabulary development and writing skills. In terms of writing skills development, developing evidence based claims in informational and argumentative writing is emphasized. Teachers use guided reading texts, teacher created writing supports, and explicit vocabulary lessons to support these mid/long term ELLs. Additionally there were 21 students who are newcomer or beginner ELLs who were not making adequate progress in acquiring the target

Part B: Direct Instruction Supplemental Program Information

language. The bilingual literacy teacher supports these students in two small groups of 10 students each during twice weekly intervention groups from October to June for a total of 56 sessions. During these sessions the bilingual literacy teacher uses guided reading groups and explicit language instruction to support students' acquisition of the English language. These intervention groups take place during the school day.

The data also indicated that there are 28 mid/long term ELLs who struggle with conceptual understanding of grade level mathematical content and also have skill gaps from previous grade levels. These students are provided with targeted math intervention during the school day twice a week from October to June for a total of 56 sessions. During these sessions the math licensed teacher provides work on number sense through number strings. Additionally the teachers provide support on using content language to explain mathematical processes.

The data also indicated that our newcomer and beginner ELLs require additional intervention to support them in the following areas: English language acquisition, skill gaps in Math and Science, vocabulary development, reading comprehension in the target and home language, and writing informational texts. This intervention is provided before school, after school and on Saturdays.

Title III Morning Program

During the morning Math sessions the bilingual math teacher provides mathematics instruction to ELL students who have gaps in their mathematical knowledge and are learning English. The program will target students' specific mathematical content area needs based on ongoing assessments and will provide services to two groups of 10 students for a total of 20 students. Each student will attend the program twice a week with one group attending on Monday/Wednesday and another group attending on Tuesday/Thursday from October to April for a total of 20 sessions for each group of 10 students. The program will take place from 7:45 am to 8:30 am. Title III funds will be used to fund this program.

During the morning Literacy session the ESL teacher will provide instruction to 10 students who are long term ELLs and need to work on reading comprehension strategies and writing informational texts. This group will use a combination of English 3D and guided reading from 7:45-8:30 am twice a week from October to April for a total of 20 sessions.

Title III After School

Intervention is also provided to students during after school from 3:00 to 4:00 with a bilingual Science teacher, ESL teacher, bilingual Literacy teacher, and a bilingual math teacher. Each teacher provides services to 10 -15 students three days a week from October to April for a total of 30 sessions. The groups are of students in grades 6-8.

During the Literacy sessions the teacher will provide support to a group of ELLs with low reading levels and limited reading comprehension in both the target and home languages. The teacher will use guided reading groups, strategy instruction, and vocabulary instruction to support these 10-15 students.

The ESL teacher will provide support to a group of 10-15 students. This group of students who struggle with reading informational texts, acquiring new vocabulary, and writing informational texts will work on these skills by using a combination of English 3D and guided reading.

The bilingual math teacher will provide 10-15 students with explicit instruction in skill gaps and he will work with students on conceptual understanding of grade level content. Additionally he will work with students on mathematical vocabulary in both English and Spanish.

The bilingual Science teacher will provide 10-15 students additional instruction to students who have gaps in their Science knowledge due to missing school (SIFE students) or due to differing curriculums in the home country.

Saturday Program

Saturday Program will be offered from February to April from 9:00-12:00 for 8 sessions. The program will service approximately 30 to 45 students in grades 6-8. There will be 3 groups, one for each grade, of 10-15 students. They will be serviced by 3 certified ESL/BL teachers. The subjects that will be offered are Math, Science and ELA/ESL. The students will rotate every 60 minutes to be able to receive service from all subject teachers. The bilingual math teacher will provide students with explicit instruction in skill gaps and he will work with students on conceptual understanding of grade level content. Additionally he will work with students on mathematical vocabulary in both English and

Part B: Direct Instruction Supplemental Program Information

Spanish. The bilingual Science teacher will provide additional instruction to students who have gaps in their Science knowledge due to missing school (SIFE students) or due to differing curriculums in the home country. The ESL teacher will provide support to this group who struggle with reading informational texts, acquiring new vocabulary, and writing informational texts will work on these skills by using a combination of English 3D and guided reading. The ESL teacher will offer supplementary instructional support to prepare students for the NYSESLAT assessment.

Materials

Independent reading books are an essential component of the Title III instructional program for ELLs. Fiction and non-fiction guided reading sets on a variety of levels are an important tool for developing students' reading skills. Students are assessed throughout the year and as they advance in reading levels they need additional independent reading books. Students' levels range from level A to Z and each student needs a large volume of texts on his/her level in order to gain the skills and knowledge necessary to advance to the next reading level. A greater number and variety of non-fiction texts are needed as students work towards meeting the common core standards. Technology based applications are also an essential component of the Title III instructional program. Ipad applications enhance student learning by providing hands on visuals and individualized interventions. Other intervention materials such as Rosetta Stone, RIGOR, and Do the Math support student learning.

The success of the ELL programs are assessed using a variety of quantitative and qualitative data such as NYSESLAT, ELA, Math, Science and Social Studies Scores; observation data; teacher made assessments; and interim assessments.

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: _____ Professional Development is held bimonthly to enable our teachers to identify and target the language needs of our students. It is also used to bring instruction in line with the relevant Performance Standards and the new Common Core Standards and practices. The Professional Development group is led by Principal Janet Heller and Assistant Principal Diana Trautner. Professional development is provided in collaboration with the Math, Literacy, Science, and Social Studies Coaches with support from City College and the National Writing Project. Included in Professional Development are all teachers who teach ELLs, which includes ELA, ESL, Math, Science and Arts teachers in bilingual and monolingual classes.

The literacy coach and Assistant Principal provide ongoing professional development on ESL strategies to support ELL learning for literacy and math bilingual and ESL teachers. PD will support teachers in building the academic language of ELLs. Teachers will attend seminars provided by our network, the Department of Education, and the National Writing Project to develop a variety of strategies that will meet the needs of our varied English Language Learners. The bilingual teachers will visit other schools to observe best practices.

Teachers of bilingual classes attend professional development along with their monolingual counterpart during common preps and after school. This PD is provided by teachers, coaches, and outside experts from the National Writing Project and City College. Bilingual teachers are expected to provide the same standard based instruction as monolingual teachers. The bilingual science teacher will attend workshops focused on project based learning and will work collaborate with teachers across the country as a participant in the National Writing Project's focus on argument writing in science. ESL and Literacy teachers will receive in class support from the literacy coach and National Writing Project consultant as

Part C: Professional Development

they participate in lab sites which will consist of modeling, demonstration, planning and discussion. Bilingual teachers will participate in study groups using journal articles and books addressing the needs of the ELLs. Planning meetings are held once a week to enable our teachers to identify and target the language needs of our students based on assessment of student work. Also included in Professional Development are all teachers who teach ELLs, which include ELA, Math, Science and Arts teachers.

Professional development will support teachers in providing high quality CCLS aligned instruction in ELL students' identified areas of need. Teachers will receive PD on the following topics: strengthening vocabulary in the content areas, developing reading fluency, using guided reading to increase reading comprehension and automaticity, improving students' written and spoken vocabulary skills, and cross-disciplinary reading and writing strategies to increase students' acquisition of the English language. Teachers will also receive professional development in Building Powerful Numeracy , writing Number Strings, writing in the content area, and interdisciplinary instruction.

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The departmental PD schedules are as follows:

-
M.S. 324 Literacy Department Professional Development Plan 2014 – 2015

Duration: Year Long; Weekly Department Meetings; Weekly Grade Level Department Meetings

Weeks: 9/2/14- 9/9/14

Facilitated by: Literacy Coach

Participants: All members of the Literacy Department

Topic: Introduce the 2014-15 literacy department assessment plan and its components, as determined by reflection and revision from last year; solicit teacher input in order to revise the literacy department's writing task rubric for the year

Outcome: Understand each assessment plan component and the instructional implications for data generated by each ELL component; create a revised writing task rubric with categories aligned to the NYS ELA short response and extended response rubrics

Weeks: 9/15/14- 9/24/14

Facilitated by: Literacy Coach

Participants: All members of the Literacy Department

Topic: Calibrating running record assessment across the department; sharing best practices for reading instruction based on running record data, including miscue analysis and ELL

Outcome: Improve consistency in administration of running records across the department by practicing running records as a group and by literacy coach's auditing of teachers' running records; create a living document of instructional strategies to address student needs, particularly ELLs, as demonstrated by running record data

Weeks: 9/29/14- 10/10/14

Facilitated by: Literacy Coach

Participants: All members of the Literacy Department

Topic: Collective review of diagnostic data

Outcome: Integrate results into unit plans and use to inform ELL support and intervention plans for the year.

Weeks: 10/14/14- 10/24/14

Facilitated by: Literacy Coach

Participants: All members of the Literacy Department

Topic: Looking at student work through the lens of what students know and can do to improve areas of need

Outcome: Teachers will learn to use a protocol for analyzing student work for areas of strength to build upon in support of areas of need.

Weeks: 10/27/14- 12/23/14

Facilitated by: New York City Writing Project Teaching Consultant & Literacy Coach

Participants: All members of the Literacy Department

Part C: Professional Development

Topic: Allowing for and fostering student choice and voice within a rigorous, Common Core-aligned writing curriculum

Outcomes: Refined instructional strategies, ELL strategies, and revised writing tasks across all grade levels; PD will include workshops & classroom visits from a NYCWP Teaching Consultant & the literacy coach, as well as intervisitations among department members.

Weeks: 1/5/15- 1/9/15

Facilitated by: Literacy Coach

Participants: All members of the Literacy Department

Topic: Collective review of interim data

Outcome: Integrate results into remaining unit plans and use data to inform ELL and intervention plans.

Weeks: 1/13/15- 3/6/15

Facilitated by: New York City Writing Project Teaching Consultant & Literacy Coach

Participants: All members of the Literacy Department

Topic: TBD based on first round of consulting from October to December; possible topics include: a continuation of the first round on student choice & voice in writing; a study of effective revision instruction strategies; deepening our work with argument writing; building on our current understanding of the connection between reading and writing to improve all student outcomes in both disciplines

Outcome: TBD depending on topic

Weeks: 3/9/15- 3/13/15

Facilitated by: Literacy Coach

Participants: All members of the Literacy Department

Topic: Collective review of predictive data

Outcome: Integrate results into remaining unit plans and use data to inform ELL and intervention plans.

Weeks: 3/16/15 - 4/2/15

Facilitated by: Literacy Coach

Participants: All members of the Literacy Department

Topic: Increasing the quantity and improving the quality of student discussion through a department-wide lesson study

Outcome: Improve teacher practices and student learning outcomes for all students, particularly ELLs in partner, small group, and whole class discussions.

Weeks: 4/13/15- 5/15/15

Facilitated by: Literacy Coach

Participants: All members of the Literacy Department

Topic: Professional Book Study Groups on a range of topics; teachers for will form 3-4 different groups to study professional books together on a topic of their choice (tentative titles include: Learning to Learn in a Second Language; Scaffolding Language, Scaffolding Learning: Teaching English Language Learners in the Mainstream Classroom; Falling in Love with Close Reading; Reading in the Wild; What Readers Really Do; Write Beside Them; Finding the Heart of Nonfiction)

Outcome: Teachers, with support of the coach, will present key takeaways and instructional implications to their colleagues from the book study groups

Weeks: 5/18/15 - 6/26/15

Facilitated by: Literacy Coach

Participants: All members of the Literacy Department

Topic: Reviewing and revising 2014-15 curriculum. Work within grade teams to revise and improve current curriculum. Share recommended changes/revisions across grades and discuss ways to improve outcomes across grades for all students by further aligning our practices and sharing common strategies, models, and vocabulary.

Outcome: Revise and improve the literacy curriculum in anticipation of 2015-16 school year planning.

M.S. 324 Mathematics Department Professional Development Plan

Part C: Professional Development

2014 – 2015

Duration: Year Long; Weekly Department Meetings; Weekly Grade Level Department Meetings

Weeks: 9/2/14- 9/12/14

Facilitated by: Math Coach

Participants: All members of the Math Department

Topic: Set goals for our department work this year

Outcome: Develop a set of goals to guide and inform the math department's work for the year.

Weeks: 9/15/14- 9/24/14

Facilitated by: Math Coach

Participants: All members of the Math Department

Topic: Solicit teacher input in order to develop the math department's assessment plan for the year.

Outcome: Determine goals and desired outcomes for each round of assessment as well as data collection tools to be used.

Weeks: 9/29/14- 10/10/14

Facilitated by: Math Coach

Participants: All members of the Math Department

Topic: Collective review of data from the diagnostic.

Outcome: Integrate results into year-long plan and use to inform ELL and intervention plans for the year.

Weeks: 10/14/14- 11/7/14 (And on-going throughout the year)

Facilitated by: Math Coach, 7th grade math teachers, Math in the City Consultant

Participants: All members of the Math Department

Topic: Explore Number Strings

Outcome: Develop rich numeracy routines and practices to integrate into our 6-8 mathematics curriculum

Weeks: 11/10/14- 12/5/14

Facilitated by: Math Coach

Participants: All members of the Math Department

Topic: Digging Deeper into the Common Core-- closely examine the CCLS for each grade and look for places that we can fine-tune our mathematics curriculum to support all students, particularly ELLs in the ways outlined below.

Outcomes: Ensure that each standard is addressed at full degree of rigor. Look for opportunities to streamline our teaching both within grades (for example, by making connections between content in various units) and between grades (aligning our practices and sharing common strategies, models, and vocabulary).

Weeks: 12/9/14- 1/16/15

Facilitated by: Math Coach and one math teacher from each grade level

Participants: All members of the Math Department

Topic: Developing Integrated and Engaging Mathematical Tasks

Outcome: Develop 2-3 tasks per grade that integrate Common Core Standards and language supports from various units and embed them in authentic, real world tasks.

Weeks: 1/20/15- 2/6/15

Facilitated by: Math Coach

Participants: All members of the Math Department

Topic: Collective review of Midterm data

Outcome: Integrate results into remaining unit plans and use data to inform ELL and intervention plans.

Weeks: 2/9/15- 2/17/15

Facilitated by: Math Coach

Participants: All members of the Math Department

Topic: Re-visit Department Goals

Outcome: Assess growth towards department goals set in September. Revise and re-adjust PD plans as necessary to continue working towards goals.

Part C: Professional Development

Weeks: 2/23/15- 3/13/15

Facilitated by: Math Coach

Participants: All members of the Math Department

Topic: Assessment and Feedback Cycle-- explore the connection between assessment, feedback, and growth. Conduct a department-wide lesson study focused on assessment and feedback. Anticipate how research and findings may be helpful heading into preparing for the state exam.

Outcome: Use findings to inform and adjust teaching practices around assessment and feedback.

Weeks: 3/16/15 - 4/3/15

Facilitated by: Math Coach

Participants: All members of the Math Department

Topic: Collective review of data from the Predictive exam.

Outcome: Integrate results into remaining unit plans and use data to inform ELL and intervention plans.

Weeks: 4/13/15 - 5/15/15

Facilitated by: Math Coach

Participants: All members of the Math Department

Topic: Supporting students during project-based learning or performance tasks. What does effective instruction look like when students are working on a performance task? How can we effectively assess students and give feedback when learning is student-centered? PD will include classroom intervisitations to share and study best-practices and ELL strategies.

Outcome: Improve teacher practices and student learning outcomes during task-based lessons

Weeks: 5/18/15 - 6/26/15

Facilitated by: Math Coach

Participants: All members of the Math Department

Topic: Review and revision of 2014-15 curriculum. Work within grade teams to revise and improve current curriculum. Share recommended changes/revisions across grades and discuss ways to improve understanding across grades by further aligning our practices and sharing common strategies, ELL strategies, models, and vocabulary

Outcome: Revise and improve the mathematics curriculum in anticipation for 2015-16 school year planning.

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: _____ The school hosts monthly workshops for parents. In addition to these workshops the school will also host 4 ELL specific workshops and 2 trips to build community and improve students' academic outcomes. The school will host an introduction to middle school workshop in September for 1.5 hours where families can learn about ELL program options, school policies, and where they will also be able to meet with teachers to begin to build the school – home community. Families will also be invited to attend two 1.5-2 hour workshops on high school and college. The high-school coordinator will provide five to six 1.5-2 hour workshops on the high school application process. The coaches and teachers will provide a 1.5-2 hour workshop on strategies for improving at home reading. The bilingual coordinator and the parent coordinator will collaborate to target all parents of ELLs and will aim to have a minimum of 20 parents attend each workshop. The workshops will require chart paper, markers, note cards, and binders for workshop presentations and activities. During the at home reading workshop parents will need post it notes, independent

Part D: Parental Engagement Activities

reading books, pens, pencils, and highlighters in order to learn at home reading strategies. All workshops require the use of paper and ink cartridges for the following materials: flyers, agendas, information sheets, copies of reading logs, informational flyers about high school and college, and information sheets about ELL program choices. Each high school and college trip will require metro cards for 20 families and students.

The mission of MS324 is to prepare students for college, work, and citizenship. To support this goal we have college-themed advisories and will take students and families on high school and college trips to expose them to various high schools and colleges and prepare them for college requirements. These two trips will be tailored to the needs of our families of students who are ELLs, many of whom are not familiar with the high school and college system in the United States and will happen by June 2015. MS324 will provide parent leadership workshops throughout the school year. The twelve 1.5-2 hour evening workshops will be led by Columbia University and will be supported in part by Title III funds. The goal of the workshop series will be to develop parent leadership skills and to develop a team of parents who will become resources to other parents in the community. Parents will learn about empathy/active listening with adolescents, strategies for parent/child interactions, strategies for partnering with teachers, and training on partnering with other parents. This training will ultimately enrich students' school experience as the home-school connection is a key factor in long term student success. The parent coordinator will also participate in the workshops.

All workshops are presented in both English and Spanish. Parents are notified of the workshops via backpacked fliers, phone calls, school messenger, and Teacherease email.

IDEA, T1SWP, FSF, ARRA will be used to fund personnel to support parent workshops and conduct parent outreach: school aid, social worker, parent coordinator, guidance counselor.

- Parent Workshop Calendar: For all workshops and events, parents are notified through school messenger (phone), TeacherEase (email) , and fliers sent home through backpacks and posted around the school.

- Date/Time: September 18 5:30-8

Facilitators: 6th grade Teachers

Workshop: Introduction to Middle School: How to Achieve Success

- Date/Time: September 29 5:30- 7:30

Facilitators: Judy Ortega (Parent Coordinator) Megan Moskop (Teacher)

Workshop: Art and Audition High Schools: Supporting ELL student and Parents through this Process

- Date/Time: October 6, 2014 5:30 - 7:30

Facilitators: Ms. Moskop (Teacher) Ms. Ortega (Parent Coordinator)

Workshop: Helping Parents Navigate the High School Application Process

- Date/Time: October 7, 14, 21, 28 2:50-3:40 and 5:45- 6:30

Facilitators: Judy Ortega (Parent Coordinator) Rafael Leclerc (Teacher)

Workshop: ELL Parents Learn to Use Online Tools to track Student Progress

- Date/Time: October 14, 2014 5:30-7:30

Facilitators: Ms. Moskop (Teacher) Ms. Ortega (Parent Coordinator)

Workshop: Helping Parents Navigate the High School Application Process Part II

- Date/Time: October 29, 2014 5:00

Facilitators: Ms. Moskop (Teacher) Ms. Ortega (Parent Coordinator)

Workshop: High School Application Process Workshop for the Parents of Hunter (8th Grade Bilingual Class)

Part D: Parental Engagement Activities

Date/Time: November 4, 2014 9 - 11 and 5:30 - 7:30

Facilitators: Ms. Moskop (Teacher) Ms. Ortega (Parent Coordinator)

Workshop: Helping Parents Navigate the High School Application Process

- Date/Time: November 12, 2014 5:45- 7:00

Facilitators: Violence Prevention Expert; Janet Heller (Principal); PA Parents

Workshop: Parent Meeting; Supporting Student Achievement

- Date/Time: 10/9; 10/16; 10/23; 10/30; 11/6; 11/13; 12/4; 12/11; 12/18; 1/8; 1/15; 1/22; 5:30 7:00

Facilitator: Dr. Marjorie Heymann

Workshop: Parent Leader Training

- Date/Time: TBD in March- May

Facilitators: Judy Ortega (Parent Coordinator); Janet Heller (Principal)

Event: 2 College Tours (Visit to College Campuses)Helping Parents and Students get College Ready.

- Date/Time: TBD in January

Facilitators: Literacy and ESL Teachers; Gina Salerno (Literacy Coach)

Workshop: Supporting At Home Reading; Strategies for ELLs

- Date/Time: TBD in February

Faciliators: Diana Trautner (ELL Coordinator) Judy Ortega (Parent Coordinator)

Workshop: ELL Parent Meeting: Academic Success for ELLs

- Date/Time: TBD April and May 2-3 meetings

Facilitators: Judy Ortega (Parent Coordinator) Megan Moskop (Teacher)

Workshop: High School Application Process for parents of 7th graders

Part E: Budget

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

Allocation Amount: \$19320

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, 	_____	_____

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$19320

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. <ul style="list-style-type: none">• 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 324
School Name Patria Mirabal Middle School 324		

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 Janet Heller	Assistant Principal Diana Trautner
Coach Gina Salerno	Coach
ENL (English as a New Language)/Bilingual Teacher Javier Amador	School Counselor Aristotles Henriquez
Teacher/Subject Area Thelma Dolmo/Literacy	Parent Minerva Guerrero
Teacher/Subject Area Juan DeLaCruz/Math	Parent Coordinator Judy Ortega
Related-Service Provider Mayra Garcia	Borough Field Support Center Staff Member type here
Superintendent Manuel Ramirez	Other (Name and Title) Sandra Capers, AP

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	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	4	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	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	3

D. Student Demographics

Total number of students in school (excluding pre-K)	425	Total number of ELLs	111	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"/> 12 <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 type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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														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	111	Newcomers (ELLs receiving service 0-3 years)	63	ELL Students with Disabilities	34
SIFE	13	Developing ELLs (ELLs receiving service 4-6 years)	27	Long-Term (ELLs receiving service 7 or more years)	21

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

	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	53	12	4	3	1	1	2		2	0
DL										0
ENL	10	1	3	24		13	19		13	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							15	17	26					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																			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): _____

Number of students who speak three or more languages: _____

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							15	12	19					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							0	2	2					0
Haitian														0
French							0	1	1					0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								0	1					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)							5	9	19					0
Emerging (Low Intermediate)							1	4	8					0
Transitioning (High Intermediate)							4	2	2					0
Expanding (Advanced)							20	17	20					0
Commanding (Proficient)							7	8	7					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							14	13	14					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	23	1			0
7	25	1			0
8	30	3			0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	22		7						0
7	22	12	3	3	1				0
8	15	15	11	1					0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
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)	8	23	23	15				
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.

Students are assessed using a variety of diagnostic, formative, and summative data. In addition to the ELA exam and the NYSESLAT exam, students' literacy skills are assessed using running records. Additional data is collected from the DY0 diagnostic reading and writing assessments aligned with the CCLS. Ongoing data is collected in order to ensure that students are making progress. This data is collected from tasks in all content areas, DY0 reading and writing assessments, additional administrations of running records, reading conferences, and teacher made assessments. All data is used to differentiate unit and lesson plans, create targeted intervention groups, and identify areas of study for our professional learning communities.

The patterns across proficiency levels and grades show a clear deficiency in writing and reading. Students also perform weakest in the areas of gathering meaning from written material, vocabulary, grammar, and phonemic awareness. These are patterns that are not particular to this school, but indicative of the academic realities that ELLs in general face. The strongest modalities in this population are listening and speaking. The deficiencies in reading and writing also hinder progress in Science, Social Studies, and Math and students must be provided with rigorous instruction that includes research-based ELL strategies such as differentiated instruction, scaffolded work, and vocabulary instruction.

Students must also receive targeted intervention that will address the needs of specific subgroups such as long term ELLs, SIFE students, and students with disabilities. According to running record assessments, the majority of our current SIFE and LT ELL students are reading at a 2nd grade level lower. Further analysis of classroom assessments proved that the SIFE and LT ELL students at all reading levels need more intensive work in the areas of vocabulary acquisition, phonemic awareness, and reading comprehension which will be provided through the RIGOR program, Sound Reading Solutions, and guided reading groups. Additionally Science and Social Studies teachers will engage in professional study groups focused on reading non fiction texts, writing evidence based essays, and teaching vocabulary. Literacy teachers will engage in study groups about close reading of rigorous texts with the end goal of improving reading comprehension and vocabulary acquisition.

The implications of this data for the school's instruction are to apply all our resources to identify and minimize the academic areas where students struggle and reinforce the areas where students show strengths, so they might demonstrate gains in all academic areas and on all required standardized tests: the ELA, the State Math test and the NYSESLAT. Students' specific needs will be continuously monitored through assessments and the data will be used to modify classroom instruction and intervention services.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The 2015 NYSESLAT results show the majority of students across all grades performing at the Expanding level. 43 percent of our ELLs achieved the Expanding performance level. 83 percent of students performing at Entering or Emerging levels have received 0-3 years of ELL services. 57 percent of students performing at Entering or Emerging levels attended school in the U.S. for the first time within the last 3 years. The patterns across grade levels and performance show a clear deficiency in reading and writing. Students are performing the weakest in the writing subtest.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
We use the AMAO tool to analyze student progress and determine the success of the various intervention strategies we use with ELLs. The data from the AMAO reveals that our long term ELLs plateau at the advanced level. To address this and help move students' language development forward, we use targeted intervention strategies such as guided reading and writing scaffolds.
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?

Students in our Transitional Bilingual Education program and our Freestanding English as a New Language program are assessed using a variety of diagnostic, formative, and summative assessments. In addition to the Math, ELA, and NYSESLAT assessments, students' reading levels are assessed using running records. Students' reading and writing is assessed using the DY0 assessments as well as by teacher made rubrics. Students' math levels are assessed using DY0 interim assessments and teacher made unit diagnostic, formative, and summative assessments.

Our current ELL students in the Traditional Bilingual Education program took the NYSESLAT exam during the 2014-2015 school year. Their scores are as follows: 11% are Commanding, 32% are Expanding, 26%, 6% are Transitioning, 11% are Emerging, and 40% are Entering. Of our ELLs in the Transitional Bilingual Education program who took the 2015 ELA exam, 100% scored a level 1. On the 2015 Math exam, 80% scored a level 1 and 20% scored a level 2. ELL students in our Freestanding English as a New Language performed at the following levels: 10% Entering; 9% Emerging; 5% Transitioning; 47% Expanding and 29% Commanding. Of our ELLs in the Freestanding English as a New Language program who took the 2015 ELA exam, 74% scored a level 1; 21% scored a level 2; 3% scored a level 3; and 2% scored a level 4. The ELLs in our Freestanding English as a New Language program scored as follows on the 2015 Math Exam: 55% scored a level 1; 39% scored a level 2; 5% scored a level 3; 2% scored a level 4.

NYSESLAT data for students in our Transitional Bilingual Education program and our Freestanding ENL is used in concert with ELA exams, Math exams, diagnostic assessments, and ongoing formative assessments in order to create a full data picture for each student. This data is used to modify units and lessons for specific students' needs, to monitor progress, to provide interventions as needed, and to refer students for special education evaluations if interventions are implemented and significant progress is not made.

The patterns across proficiency levels and grades show a clear deficiency in writing and reading. Students also perform weakest in the areas of gathering meaning from written material, vocabulary, grammar, and phonemic awareness. The strongest modalities in this population are listening and speaking. The deficiencies in reading and writing also hinder progress in Science, Social Studies, and Math and students must be provided with rigorous instruction that includes research-based ELL strategies such as differentiated instruction, scaffolded work, and vocabulary instruction. Targeted intervention that will address the needs of the specific subgroups such as SIFE students, and students with disabilities. Students' specific needs will be continuously monitored through assessments and the data will be used to modify classroom instruction and intervention services.

According to DY0 assessments, students struggle to analyze the meaning of questions and need to improve vocabulary skills in order to better understand all written material. The math diagnostic indicates that many of our ELLs have gaps in their mathematical knowledge and require in class strategy groups and targeted intervention to accelerate learning. Additionally students need to work on content specific vocabulary and writing explanations of mathematical processes. Analysis of teacher assessments indicated that LT ELL and SIFE students' Literacy abilities hindered their progress in content area work in Science and Math. Students made 1-1.5 years of progress in math but the majority of ELLs have not met performance targets (level 3 or 4). According to running record assessments, the majority of our current SIFE and LT ELL students are reading at a 2nd grade level lower. Further analysis of classroom assessments proved that the SIFE and LT ELL students at all reading levels need more intensive work in the areas of vocabulary acquisition, phonemic awareness, and reading comprehension which will be provided through guided reading groups, Sound Reading Solutions, and Rewards.

The implications of this data for the school's instruction are to apply all our resources to identify and minimize the academic areas where students struggle and reinforce the areas where students show strengths, so they might demonstrate gains in all academic areas and on all required standardized tests: the ELA, the State Math test and the NYSESLAT.

Home Language is used to support students in the Transitional Bilingual Education program. Content is presented in the Home Language to ensure comprehension of content along with ENL support to increase English Language skills.

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*.]

All ELL students receive strong core instruction (Tier I). When a student does not show sufficient progress, Tier II strategies are implemented by the teacher usually within the classroom in the form of differentiation or in weekly labs. Student progress is monitored and adjusted as needed by the student. If with Tier II intervention the student is still not making adequate progress, intensive targeted intervention is provided in small group settings during school, afterschool, and on Saturdays. Progress is continuously monitored and instruction is adjusted according to student progress. Students are identified for intervention because ELL data is collected on an ongoing basis. ELL data is analyzed and students are provided with different tiers of intervention services as needed. The school has a school wide interdisciplinary team that includes a teacher, administrator, guidance counselor, attendance worker, and counselors who analyze student needs based on teacher referrals and assessment data. The school also has grade level interdisciplinary teams that meet every week to plan instruction based on data gathered from the week's classwork and assessments.

6. How do you make sure that a student's new language development is considered in instructional decisions?
Teachers analyze the needs of students by analyzing the ELA and Math state exam results, NYSESLAT data, and diagnostic data. This information is used to create a whole picture of each student's needs in relation to learning English. Based on this data teachers adjust their unit and lesson plans to meet each student's needs. Teachers differentiate their lessons for individual students or groups of students depending on the student's demonstrated need. Teachers provide vocabulary and language scaffolds, small group lessons targeting students' specific language needs, leveled texts, instruction on close reading, and sentence starters. Student data on second language development is also used to determine what intervention programs are needed. For example, currently we have a group of students who require intensive work in phonemic awareness so those students are using a research based program to address these needs. We have another group of students who are long term ELLs who need support in using sophisticated language in writing text dependent essays about non fiction articles in their second language. After researching available programs we found that English 3D was aligned with the students' needs. Students' language development is monitored through ongoing assessments and instruction is modified as students' needs change.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Data is collected on an ongoing basis and use to analyze the success of programs for ELLs. At the beginning of the year teacher teams analyze the state exam results and the diagnostic assessment data. This information is used to set instructional goals. Formative assessments (running records, writing tasks, math tasks, teacher made unit assessments, exit slips, weekly quizzes) are used to measure progress towards the long term goal. Our goals are for students to meet AMAO targets on the NYSESLAT exam, to make at least 1.5 years of growth in reading, and to score above the 50th growth percentile on the ELA and Math exams.

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.
Initial identification of ELLs takes place through several steps. Mr. Amador, licensed ESL teacher, administers the Home Language Identification Survey to determine the student's home language. This process includes survey questions in addition to informal interview questions with both the student and the parent. If it is determined that the student's home language is a language other than English, a more in-depth interview is conducted to determine NYSITELL eligibility. Home Language is determined by combination of the results

from the HLIS and the interview. To determine NYSITELL eligibility the student is interviewed in English and the home language in addition to a review of prior school work to assess whether the student is dominant in English. If this process identifies the student as eligible for NYSITELL, then the student is administered the NYSITELL. If a student's home language is Spanish and they are identified as an ELL then the Spanish LAB test is also administered. If a student is identified as an ELL based on assessment results, the bilingual coordinator conferences with the family and explains the options available for ELL services. This ELL identification process must be completed within 10 days of admission (20 for students with IEPs).

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).

If during the ELL identification process, Mr. Amador determines that there are indicators that the student has had an interruption or inconsistency in their formal schooling, he begins the SIFE Identification process. Within 30 days of enrollment, Mr. Amador conducts an oral interview questionnaire and the LENS, if applicable. The SIFE Oral Interview Questionnaire consists of 4 parts with questions designed to determine if the student has had continuous formal education. Mr. Amador uses data from the questionnaire, interview, and teacher reports to determine SIFE status. If within one year it is determined that the student is not SIFE then the SIFE status is changed.

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).

For the ELL identification process of newly enrolled students with a home language other than English AND an IEP, the Language Proficiency Team reviews evidence of the student's English language development. As outlined in the ELL Policy and Reference Guide, the team determines if the student has English language acquisition needs or if the student's disability is affecting their English proficiency. The LPT members are Diana Trautner, ELL supervisor; Samuel Amador, ENL teacher and Bilingual Coordinator; Megan Moskop, Special Education Teacher; and the parent. If the parent speaks a language other than Spanish, an interpretation service will be used, otherwise Mr. Amador interprets. Within 20 days, based on their findings, the LPT will either recommend the child takes or does not take the NYSITELL. If the LPT recommends the student takes the NYSITELL, the assessment is given and the process proceeds as it would for any other student. If the LPT recommends the child not take the NYSITELL, their recommendation is sent to the principal for review. The principal then makes the determination of whether or not the child takes the NYSITELL. If the principal recommends the child is given the assessment, the child takes the NYSITELL and the process proceeds as it would for any other student. If the principal recommends the child not take the NYSITELL, the principal's determination is sent to the superintendent or designee for review and the parent/guardian is notified within 3 days. If the superintendent determines the child should take the NYSITELL, they are given the assessment and the process proceeds as it would for any other child. If the superintendent or designee determines the student should not take the NYSITELL, the parent is notified and the ELL Identification Process ends.

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.

A testing log is kept of students administered the NYSITELL. The dates of admission, testing, and parent notification are indicated on the log. The ELL coordinator notifies parents via phone and letter in the student's home language of the result to ensure parents are informed of the outcome of the initial testing within 5 days of the school receiving the score.

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 time that parents are informed of ELL entitlement or non-entitlement results, they are also informed that they have 45 school days to appeal the resulting decision and request the ELL Identification Process be administered a second time. All communication and correspondence is logged, kept in a binder, or scanned digitally.

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.

In order for parents to understand all three program choices, they are invited to meet with the Bilingual Education Coordinator within a week of their children's admission to learn about the school programs and facilities it offers its students. The Assistant Principal, Diana Trautner, and the ENL teacher, Samuel Amador, meet with families to conduct the parent orientation. Students are tested using the NYSITELL within the first 10 days of admission. Parents are notified of students' scores within 5 days of the school receiving the scores. Parents are given entitlement letters as well as the program choice letter. Parents choose whether they want their child in a bilingual or ENL program. The parent coordinator, teachers, and assistant principal collaborate to reach out to parents and inform them of the meetings via email, phone, and written notices. At the meeting families are also shown a NYC Department of Education video explaining in detail the choices of program their children have as ELLs in a New York City school. This video is shown in a variety of languages, including Spanish.

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.

Parent Surveys in the preferred language are distributed and returned during the orientation meeting. Surveys are logged and stored in the ELL binder. The parent coordinator follows up with families that have not returned the survey during the

orientation. Program choice forms are sent home in the student's home language within 5 days of the school receiving the test scores and families are called to attend 1:1 meeting with the ELL Coordinator to discuss program choices. Outreach is done by the parent coordinator. The majority of forms are completed in a timely manner. When the parent coordinator cannot reach a parent, which is rare, the attendance teacher reaches out through a home visit and delivers forms and the message that a meeting is requested. Parent Surveys and Program Selection forms are collected by the ELL coordinator and stored at the school in the ELL binder and logged into ATS. Monitoring of parent choice take place monthly at ELL team meetings.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The ELL Coordinator keeps an ongoing list of students who have been admitted and whose test results indicate that they are ELLs. The ELL Coordinator and Parent Coordinator call and meet with parents until the forms have been returned. Forms are collected from the student or the parent by the ELL Coordinator and stored in an ELL binder. If forms are not returned, which is rare, a home visit is conducted. Forms are stored behind a log that indicates the forms that have/have not been returned. All forms and communication are in the student's home language.
9. Describe how your school ensures that placement parent notification letters are distributed.
Placement letter in the parent's preferred language is sent home with the student and the parent is notified by phone that the letter has been sent. A log is kept in the ELL binder of notification letters that have been sent and a copy is scanned digitally for storage.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The HLIS is placed the the student's Cumulative Record. Parent Surveys and Program Choice forms are kept in the ELL binder. Entitlement and Non-entitlement letters are scanned and stored digitally by the ELL Coordinator. ELL documentation can be accessed by all administrators and the ELL Coordinator.
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.
Students eligible to take the NYSESLAT are identified through RLER in ATS by the testing coordinator. The spreadsheet is downloaded from ATS and used to make a testing list and schedule. The testing coordinator and ELL coordinator collaborate to ensure that all students have been identified and receive the proper modifications. A testing team is created to administer all components of the NYSESLAT exam. A schedule and testing memo is distributed to the entire staff and the whole school is self contained during testing. Test Proctors receive an attendance and absent students must be indicated. When tests are returned to the testing coordinator, the absent list is transferred to a make-up list. Make-ups are scheduled during the testing window after the main test administration. The master list of students eligible to take the NYSESLAT is used as a checklist and updated as each subtest is administered to ensure that all students are tested.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
As part of the beginning of year procedures, the ELL Coordinator uses NYSESLAT data (RLAT in ATS) to identify which students will receive continued entitlement and transitional support. Parents are notified in their preferred language of the ELL services their child will receive. Letters are sent home with students. Parents are called and informed that the letter will be coming home. Copies of the letters are scanned and stored digitally.
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).
The trend we have noticed during the last two years is that the majority of parents (56%) in Spanish speaking families have chosen the Transitional Bilingual Program. In interviews the parents expressed the wish to have their children moved to monolingual classes eventually, while receiving ENL services when necessary. The programs offered at the school are aligned with parents' requests. The number of students enrolled in each program closely mirrors the percentages of parental choices made in the Parent Program Surveys.

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.

ENL is provided for small groups of students and students are grouped by grade and proficiency levels. ENL instruction includes stand alone and integrated models and self contained settings based on students' needs. All instruction is delivered by a team of certified professionals.
 - b. TBE program. *If applicable.*

We provide Transitional Bilingual Education in every grade. We also provide transitional bilingual services in a 12.1.1 setting for students with disabilities. Transitional Bilingual Education occurs in Math, Literacy, Social Studies, and Science. Classes are heterogenous and each class travels as a group for the core subjects. All instruction is delivered by a team of certified professionals.
 - c. DL program. *If applicable.*

N/A
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)?

NYSESLAT scores are used to determine a student's English Proficiency Level. They are then scheduled for ENL, NLA, and HLA according to the guidelines in CR Part 154-2. Students in the Transitional Bilingual program receive Integrated ENL instruction using both models—that of having 1 dually certified teacher, or having 2 teachers co-teach, one of whom is ENL certified—for 180 minutes per week in ELA class. Students who are classified as entering or emerging receive an additional 180 minutes of stand-alone ENL instruction using a “pull out” model. The process is similar for students who receive ENL instruction and are not in the bilingual program. Students are grouped in homeroom classes according to their English Proficiency Level to better facilitate the scheduling of ENL instruction. A certified ENL teacher then provides integrated instruction by pushing into ELA and content-area classes for 90 or 180 minutes per week (depending on the group's proficiency level), and an additional 180 minutes of “pull out” stand alone ENL instruction for students who are classified as “entering” or “emerging.” Former ELLs receive 90 minutes of integrated ENL in ELA per week.
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.

The entire ELL team meets weekly for professional development and planning. In the Transitional Bilingual Education program math, science, and social studies instruction occurs in both English and Spanish using the 60-40 model. The goal of the Transitional Bilingual Education program is to transition students to a monolingual setting through language scaffolds aligned to each student's level of proficiency. This is achieved through differentiated instruction and scaffolded supports in math, literacy, social studies, and science. Examples of supports and strategies used include graphic organizers, explicit vocabulary instruction, homogeneous small group work, native language materials. More complex content is taught in the native language. In both TBE and ENL programs students engage in learning activities that require them to practice all four modalities of English language acquisition and students are given differentiated levels of support based on their level of English proficiency. In both TBE and ENL programs teachers provide supports for students to master rigorous Common Core aligned texts. For example, students engage in multiple and close readings of texts and teachers provide vocabulary instruction. Teachers also use guided reading. In TBE and ENL, students at the entering and emerging level are provided with rich texts in their native language. Explicit language goals accompany academic goals in the planning process and these goals are differentiated for the different levels of English Language Learners in each program model. A mix of direct instruction, whole class work, small group work, and individual work are used in the ENL and TBE programs. An emphasis on student directed discussions in all program models provides students with the opportunity to practice speaking and listening skills aligned to the CCLS.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

ELLs are evaluated in their native language and in English through translated exams, teacher observations, and classroom assessments, and translated state exams as allowed by testing regulations.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Students are evaluated through ongoing assessments that are a part of the school's assessment plan. Students are assessed in reading, writing, listening and speaking in all subject areas. Reading progress is assessed three times a year with running records, on a biweekly basis with reading conferences, and with the yearly ELA exam. Writing progress is assessed through daily writing work, unit CCLS tasks, content area essays, and the yearly ELA exam. Speaking is assessed through oral presentations and through the yearly NYSESLAT speaking assessment. Listening is assessed through informal observations, post read aloud writing prompts, and the yearly NYSESLAT exam.
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

Teachers analyze the needs of each of the subgroups of ELLs (new arrivals, SIFE 2-3 years of service, 4-6 years of service, long term ELLs, former ELLs) by looking at a variety of data (running records, teacher made assessments, state exam results, NYSESLAT results, native language assessments) and then provide differentiated instruction and targeted intervention to meet those needs. Students' language acquisition is supported through differentiated instruction: differentiated texts and reading groups, native language instruction, texts in native language, explicit ENL instruction, RIGOR program, differentiated guided reading groups, small group math and science intervention, translated dictionaries, leveled libraries in Spanish and English, leveled texts in Spanish and French, process/content charts, and graphic organizers. All students are provided with materials that fall within each student's zone of proximal development in their native language and in the new language. Students are provided with the opportunity to attend targeted intervention groups during the school day, after school, and on Saturdays. Teachers monitor students' progress through ongoing formative assessments and then provide targeted instruction, differentiated instruction, and intervention to meet those needs.

SIFE students receive individualized instruction in class. The teacher provides the student with texts that match the student's literacy level in Spanish and in English. The students work on reading, writing, grammar, and vocabulary in class as well as in targeted after school intervention periods. These students also receive supports as they learn the structures and routines of school. They are also given instruction using the RIGOR program, the Sound Reading Solutions ELL program, or small group guided reading depending on the student's individual needs.

Newcomer ELLs (students in US schools less than 3 years) who are not SIFE are better prepared to do work at grade level in their native language, therefore the plan with these students differs from the plan for the SIFE in the kind of extra instruction they receive. They receive one-on-one instruction and take part in after-school activities with instruction for newcomers geared to maximize English language learning and acquisition. The plan is to have these students utilize their native language skills to aid them in their second language learning so they might be ready to be shifted to monolingual classes after three years of being at our school. Emphasis is put on reading and speaking, aided greatly by a focus on phonics, while Listening (using read-alouds and books on tape) and Writing skills are developed concurrently.

ELLs who have received services for 4-6 years receive instruction in bilingual classes or monolingual classes with ESL based on their level of English proficiency. Students who have received instruction for 4-6 years are typically struggling with the reading and writing modalities on the NYSESLAT and have reading levels that are significantly below grade level. Intensive interventions in reading and writing are provided based on the student's individual needs. Teachers use a variety of assessment data including ELA and NYSESLAT results, running record data, writing task data, and reading conference data to assess students' needs. Intervention programs are designed around the students' needs and might include Rewards to assist students struggling with decoding or guided reading for students whose need work on reading levels and/or reading fluency. All students benefit from whole class and small group vocabulary work.

Long-term ELLs are placed in monolingual classes because their academic language is more developed in English than in their native language. They are overwhelmingly advanced on the NYSESLAT, and as test records show, their weakest modality is writing. With a view to their successful performance on the NYSESLAT, the students are invited to attend after school sessions in order to receive support in writing workshop, writing conventions as well as test taking techniques. This complements the work that the students do during their ENL push-in and pull-out periods. All classwork and intervention programs support students' individual needs with the goal of English proficiency in reading, writing, listening, and speaking. Long term ELLs struggling with writing will also receive support with the English 3D program that provides students with instruction in writing using rigorous non fiction texts.

Former ELLs receive ELL testing accommodations and 90 minutes of English as a new language for up to 2 years after testing out. Former ELLs receive instruction in monolingual classes and are provided with intervention during after school or small group instructional periods during the school day. Overwhelmingly these students continue to need leveled texts, reading conferences, and guided reading groups to move them towards mastery of grade level texts. ELL scaffolds such as graphic organizers, leveled texts, and vocabulary previews are provided based on each student's individual needs as determined by diagnostic and formative assessments such as running records, writing tasks, and reading conferences.

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.
- Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal reviews the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal consults with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and in consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal provides additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she consults with the superintendent or his/her designee. Final decision notification is sent in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.
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?
- Teachers of ELL-SWDs plan with their general education counterparts as well as with other teachers of SWDs and ELLs to ensure that all students have access to the same rigorous curricular resources. Students who are ELL-SWDs are provided with grade level materials that contain supports such as graphic organizers, scaffolded native language support, and vocabulary previews. These strategies are matched to students' specific needs as per teacher assessments, IEP information, and exam results.
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?
- ELL-SWDs are placed in the least restrictive environment as per each child's specific needs. A child's services are tailored to address his/her specific strengths and areas of need. For example, a child may receive push in or pull out services as per his/her specific needs. A child may be provided with a self-contained setting for part of the school day and a mainstream setting for another subject. These decisions are made collaboratively with the teachers, parent, district representative, school psychologist, and related service providers. Teachers meet on a weekly basis to discuss students' needs and progress and any programmatic changes that might be needed to address students' needs.

Chart

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

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

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

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



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

Chart

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

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

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

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

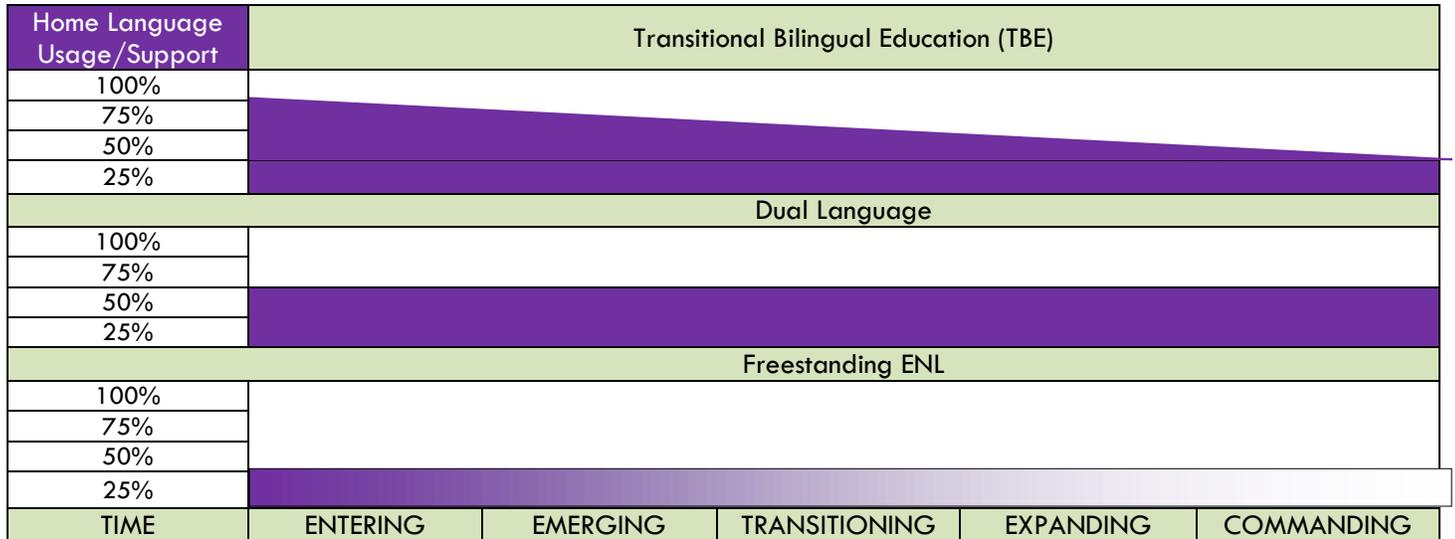


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Based on the aforementioned student needs, teachers will provide interventions both within the regular instructional period and during small group intervention. Our Title III program will complement our core instruction and will be aimed at providing linguistic support in core academic areas.

We use differentiated instruction to address the language needs of these learners, as well as push-in models, literacy classes, and content-area classes. Scaffolded language supports such as sentence starters are used to support language development. Many of our teachers are familiar with students' first language and provide support as needed; the ENL teacher provides English-language support. In addition to the regular instructional program, we also target our ELL population for Saturday Academy and after school programs, in which we reinforce native and English-language skills.

SIFE students receive individualized instruction in class. The teacher provides the student with texts that match the student's literacy level in the native language and in English. The students work on reading, writing, grammar, and vocabulary in class as well as in targeted after school intervention periods. These students also receive supports as they learn the structures and routines of school. Newcomer ELLs who are not SIFE are better prepared to do work at grade level in their native language, therefore the plan with these students differs from the plan for the SIFE in the kind of extra instruction they receive. They receive one-on-one instruction and take part in after-school activities with instruction for newcomers geared to maximize English language learning and acquisition. The plan is to have these students utilize their native language skills to aid them in their second language learning so they might be ready to be shifted to monolingual classes after three years of being at our school. Emphasis is put on Reading and Speaking, aided greatly by a focus on phonics, while listening (using read-alouds and books on tape) and writing skills are developed concurrently. Newcomer and beginner ELLs who need support in phonemic awareness are enrolled in the Sound Reading Solutions program.

The majority of long-term ELLs are placed in monolingual classes because their academic language is more developed in English than in their native language. They are overwhelmingly advanced on the NYSESLAT, and as test records show, their weakest modality is writing. With a view to their successful performance on the NYSESLAT, the students are invited to attend after school sessions in order to receive support in writing workshop, writing conventions as well as learning test taking techniques. This complements the work that the students do during their ESL push-in and pull-out periods. Long term ELL students who need support in writing essays based on non-fiction texts are enrolled in the English 3D program. Students who need support with decoding and fluency are placed in the Rewards program.

Students with special needs receive services according to their IEP requirements. If they are SIFE students, they receive the services described above. They also receive counseling services provided by school staff.

MS 324 has implemented an extensive program using the writing workshop format for all ELLs, since they generally show deficiencies in their writing skills. Writing workshop entails students generating multiple drafts of the same project using editing skills to produce a standard final product. Writing Workshops are typical components of ELA and ESL instruction. Writing is also supported in Science and Mathematics and the techniques learned in writing workshops are used for projects in these subjects.

Small Group Intervention

Depending on the academic level of the students, special pull-out periods have been implemented to address the needs of the students. After initial testing, low performing students are enrolled in a program structured to improve reading and writing skills. The monolingual and bilingual Literacy teachers provide targeted interventions for all ELLs after school, before school, and on Saturday. These students are selected using Teacher's College Reading Assessments, state test scores, DYO assessments, classroom work, and teacher observations. These intervention programs emphasize reading strategies, vocabulary enhancement, and writing skills. In terms of writing skills development, reading summaries, character descriptions and identification of plot elements are emphasized.

A morning literacy and math program taught by two certified bilingual teachers and one certified special education teacher for 40 students from October to June will be provided Monday through Thursday from 7:45 am to 8:30 am to provide instruction to increase vocabulary, and the fluidity and automaticity of ELL reading and writing.

Based on running records, interim assessment and review of student work, vocabulary, fluency and decoding are areas that ELLs in grades 6-8 have the most difficulty in when reading in English. Based on NYSESLAT results writing is another area of difficulty for ELL students. Reading and writing are the students' greatest areas of need in grades 6-8. The results of the 2014 math interim assessments and teacher made science assessments indicate that new arrival ELLs lack content area vocabulary skills in English and

have difficulty writing explanations of math processes. They also indicate that the majority of ELLs in grades 6-8 lack basic math and science skills and need additional instruction to meet more advanced standards. Our ELL SIFE students lack basic math skills as well as native language and target language skills.

A Saturday program will be provided by three teachers from 9:00 am to 12:00 pm beginning in November and continuing to June. During these Saturday sessions, teachers will provide additional instructional time in math and reading. There will be three classes. Based on review of student work, students need support in reading and English language acquisition, basic math skills and their application to support more advanced mathematical understanding, social studies and science.

An afterschool literacy and math intervention program led by 3 teachers will be held from 3:00-4:00 and will supplement the Saturday program. During this time teachers will provide small group instruction in math and reading that will be targeted to students' individual needs. These needs will be identified through ongoing assessments.

The Rewards program will be implemented two times a week for students who need assistance with fluency and decoding. The Sound Reading Solutions program will be implemented two times a week for students who need work on phonemic awareness. The English 3D program will provide support for students who need to work on writing grade level essays based on non-fiction texts. All instruction will be provided by highly qualified, certified teachers.

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

We use the AMAO tool to analyze student progress and determine the success of the various intervention strategies we use with ELLs. The data from the AMAO reveals that our long term ELLs plateau at the advanced level. To address this and help move students' language development forward, we use targeted intervention strategies such as guided reading and writing scaffolds.

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

For the upcoming school year we are implementing English 3D for our long term ELLs and Sound Reading Solutions for our beginner and SIFE ELLs. Additionally teachers will continue to align their units, lessons, and interventions with the CCLS to ensure that students master the more rigorous standards.

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

n/a

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

As ELLs make up a high percentage of our student population, we keep their learning needs in mind when developing school programs. We create and offer programs that are of high interest to ELLs, both in terms of cultural relevancy as well as academic needs. One example of an afterschool club designed to meet the needs of the bilingual program students was a math and baseball club. Students played baseball and used it as a way to acquire new vocabulary and conversational skills. They also used baseball as a starting point to study mathematics such as statistics and geometry. In order to ensure a high level of participation, teachers and administrators reach out to students and parents about the various programs being offered.

ELLs are provided with intervention programs before school and after school that target the needs of specific groups. The after school and supplemental services offered to students are as follows: a morning math intervention program is offered 4 times a week, science intervention is provided 3 times a week, an after school math intervention program is provided 3 times a week, literacy labs are provided twice a week, after school guided reading intervention occurs twice a week, and Saturday intervention (math, literacy, Science) occurs once a week. ELLs are encouraged to join extracurricular clubs such as the one described above. Other examples of clubs include musical theater, guitar, outdoor math, chess, and book clubs. Students are also invited to attend programs through our community based organization, Children's Aid Society.

Saturday metro cards are provided to students to ensure students can travel to and from programs. Parent outreach is done by the parent coordinator and teachers to ensure that families are aware of intervention opportunities. Outreach is done over the phone, electronically via Teacherease, and through back-packed flyers. All outreach is done in both English and Spanish. If a parent speaks a language other than Spanish, translators are used to make phone calls in the home language.

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.

Independent reading books are an essential component of the program for ELLs. Students are assessed throughout the year and as they advance in reading levels they need additional independent reading books. Students' levels range from level D to Z and each student needs a large volume of texts on his/her level in order to gain the skills and knowledge necessary to advance to the next reading level. A greater number and variety of non-fiction texts for all subject areas are needed as students work towards meeting the common core standards. Technology based applications such as Sound Reading Solutions, Rosetta Stone and Khan Academy are also an essential component of the instructional program. Ipad applications enhance student learning by providing

hands on visuals, individualized interventions, and scaffolded supports such as translated dictionaries. Other intervention materials such as RIGOR, Rewards, English 3D, and Do the Math support student learning.

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

In the transitional bilingual program home language support is provided by the classroom teacher through NLA instruction and Spanish supports such as translated texts, bilingual dictionaries, vocabulary instruction, work in Spanish and English, and translated exams. Students who receive ENL receive support through vocabulary instruction, translated texts, and translated exams as needed. Some students use handheld translator/dictionary technology devices.

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

All intervention programs are aligned to the CCLS grade level standards. When ELL students read below grade level the school purchases texts appropriate for the student's age and instructional level with the end goal of the student reading at or above 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).

New students are invited to an open house at the beginning of the school year where they are able to learn about the school's instructional program, academic opportunities, and extracurricular programs. When students are enrolled later in the year the parent coordinator meets with families and provides them with information about the school. Additionally teachers reach out to new families to welcome them to the school. In order for parents to understand all three program choices, they are invited to meet with the Bilingual Education Coordinator within a week of their children's admission to learn about the school programs and facilities it offers its students. This process is ongoing throughout the year. The Assistant Principal, Diana Trautner, the parent coordinator, Judy Ortega, and/or the ENL teacher, Samuel Amador, meet with families within 10 days of admission to discuss the ELL program choices. Apart from being shown the video and meeting personally with the staff during the first 10 days at the school, the parents are also invited to two ELL Informational Parent Conferences. In these conferences they have an opportunity to view the video as a group and discuss its content and the TBE and ENL programs with each other as well as with the Bilingual Coordinator/Assistant Principal, Diana Trautner, the school's Parent Coordinator, Judy Ortega, and the ENL teacher, Samuel Amador. The parent coordinator, teachers, and assistant principal collaborate to reach out to parents and inform them of the meetings via email, phone, and written notices. At the meeting families are also shown a NYC Department of Education video explaining in detail the choices of program their children have as ELLs in a New York City school. This video is shown in a variety of languages, including Spanish. The families complete the program selection forms during the 1:1 meetings or during the group meetings and the child is placed in the appropriate program. Outreach is done by the parent coordinator and the teachers. This year we also hosted an informational meeting with the International Rescue Committee regarding their summer camp program for students whose families immigrated to the United States. Parent outreach was done by email and phone. The parents of 20 students attended the meeting, and the majority of them registered for the summer program.

19. What language electives are offered to ELLs?

n/a

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)?

n/a

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.)

Professional Development is held weekly to enable our teachers to identify and target the language needs of our students. It is also used to bring instruction in line with the relevant Common Core Learning Standards and practices. The Professional Development group is led by Principal Janet Heller and Assistant Principals Diana Trautner and Sandra Capers, in collaboration with Math and Literacy Coaches. Included in Professional Development are all teachers who teach ELLs, which includes ELA, ENL, Math, Science, Social Studies and Arts teachers in bilingual and monolingual classes. Weekly Professional Development is also provided for paras and support specialists.

Professional development supports all teachers and staff (ELL licensed and other licenses) in providing high quality instruction in students' identified areas of need. Teachers of bilingual and monolingual classes attend professional development together during weekly common preps. All professional development is planned with the goal of effectively implementing the Common Core Learning Standards for all students. During PD sessions, ELL personnel examine student needs relative to the common core learning standards and students' English needs. Teachers receive PD on the following topics: strengthening vocabulary in the content areas, CCLS shifts, developing reading fluency, using guided reading to increase reading comprehension and automaticity, close reading of rigorous texts, scaffolds that support mathematical inquiry and problem solving, and improving student writing across disciplines.

In these professional development sessions teachers participate in a variety of research based learning activities such as collaborative inquiry, examining student work, aligning instruction with the common core, planning differentiated instructional supports for ELLs, examining instructional practices using the Danielson framework, engaging in study groups using scholarly texts, and and planning assessments related to the learning goals.

Planning meetings are held once a week to enable our teachers to identify and target the language needs of our students based on assessment of student work. Content area teachers meet weekly to plan instruction and formative assessments to monitor students' acquisition of the target language as well as the subject area material.

Paraprofessionals attend PD sessions on topics such as working with beginning readers (4 sessions), questioning techniques for ELLs (2 sessions), working with ELLs with the common core standards(1 session), and assisting ELLs with inquiry based mathematics (2 sessions). A minimum of one 40 minute session a month will be devoted to these ELL strategies.

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 literacy coach, math coach and Assistant Principal provide ongoing professional development on ENL strategies to support ELL learning for literacy and math bilingual and ENL teachers. Teachers attend sessions led by consultants from the National Writing Project and Math in the City that target skills such as argument writing in the content areas, and leading discussions to develop numeracy skills. Teachers participate in study groups and read current research on ELL strategies and then use that information to adjust instruction. Teachers participate in intervisitations to provide feedback on Common Core aligned instruction and to learn best practices for implementing instructional shifts. Teachers meet and analyze Common Core aligned student work and use that information to adjust lesson and unit plans and to form intervention groups.

Some examples of specific activities include analyzing and developing mathematical tasks that allow for multiple solution paths and connection-making, and analyzing and creating argument-writing tasks in literacy and science.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The bilingual guidance counselor and the parent coordinator in collaboration with teachers, administration, and families support students as they transition to middle school and high school. Teachers are provided with professional development on strategies to support students with transitioning to more independence in middle school. For example, teachers receive professional development on Teach Like a Champion strategies such as no opt out and SLANT. At weekly interdisciplinary grade team meetings teachers plan advisory lessons aligned to students' social emotional needs. All students, including ELLs, are provided with support as they transition from grade to grade. New students are provided with an orientation. Students in all grades are supported with grade specific topics in a daily advisory class taught by 1-2 teachers per class.

The bilingual guidance counselor and parent coordinator provide monthly parent workshops. Parents who have children attending middle school for the first time attend a workshop introducing them to middle school. Parents are offered a workshop on middle school literacy. The bilingual guidance counselor and the parent coordinator meet with the assistant principal and literacy coach and collaboratively plan this workshop. The high school coordinator attends DOE workshops on high school and presents this information to parents in collaboration with the assistant principal, the parent coordinator, and the bilingual guidance counselor. The parent coordinator and the assistant principal plan college visits for parents of ELLs and their children. All workshops are presented in both English and Spanish.

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.

The professional development requirements outlined in CR Part 154.2 are imbedded in our professional development sessions as per the descriptions outlined in the answers to questions 1 and 2 above. The Literacy/Social Studies coach, Math/Science coach, assistant principals provide professional development on ENL strategies to support ELL learning in all content areas. Teachers read current ELL research and use that information to adjust instruction. Teachers analyze the work of ELL students and collaboratively plan strategy groups or interventions to address students' needs. This professional development is provided as a regular part of the weekly schedule throughout the school year and is supplemented by DOE PD on ELL instructional strategies. Paraprofessionals are provided PD by the coaches and administration.

Records for professional development activities such as agendas, notes, and attendance are kept both electronically and in a binder by the coach or assistant principal coordinating the PD.

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?

Teachers of ELLs and the ELL coordinator use weekly Parent Outreach time to communicate with parents and discuss the goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas. All parent communication is provided in the preferred language and all communication is logged by the teachers.

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.

Individual meetings are scheduled by the ELL coordinator and/or parent coordinator. Records of these meetings including notes on what was discussed are kept in a binder. Phone calls to parents are kept in a phone log. Letters are scanned and the ELL Coordinator keeps them on a flash drive.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The school hosts monthly workshops for parents. The school hosts 4 ELL specific workshops and 2 trips to build community and improve students' academic outcomes. The school will host an introduction to middle school workshop where families can learn about ELL program options, school policies, and where they will also be able to meet with teachers to begin to build the school – home community. Families will also be invited to attend workshops on high school and college including a workshop detailing the high school admissions process, a workshop where students are mentored by former middle school students, and a workshop where families are given time to work on high school applications and receive individual and small group support. The coaches and teachers will provide a workshop on strategies for improving at home reading. The bilingual coordinator and the parent coordinator will collaborate to target all parents of ELLs and will aim to have a minimum of 20 parents attend each workshop. All workshops are presented in English and Spanish. Parents are also involved in the school through volunteer opportunities and family teacher conferences. Parents with a preferred language other than Spanish are provided an on-staff interpreter if we have one. If not, we use the NYCDOE over the phone interpretation service.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? MS324 collaborates with Children's Aid Society, a community based organization, to provide parent workshops on a variety of topics and weekly Zumba classes. We also collaborate with RCSN (Resources For Children with Special Needs) to provide individualized support to parents and students when applying to high schools. All workshops are presented in both English and Spanish. Parents are notified of the workshops via backpacked fliers, phone calls, school messenger, and teacherease email. All notification are printed in both Spanish and English.

5. How do you evaluate the needs of the parents?

Parent needs are assessed through surveys, feedback at parent workshops, and through collaboration with the parent association and parent coordinator. Our bilingual parent coordinator communicates often with parents by phone, in person, and at workshops. Parents are given the email and phone number of our parent coordinator. Communication is offered in the preferred language of the parent and is often Spanish. Parents that speak a language other than Spanish are communicated with through over the phone interpretation services. The parent coordinator collects feedback from parents and coordinates with administration and the parent association to offer workshops, individual meetings, or community resources that address the parent needs.

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

16. Parent workshops are aligned with parent needs' as indicated through the survey and meetings with the parent coordinator. For example, many parents are new to the country and are unfamiliar with the high school and college process. Based on this data, the school implemented more high school workshops, individualized help sessions, and added college trips to the parent workshop plan. Workshops are also aligned to student and parent needs that arise throughout the year. For example, the literacy workshop grew out of parent and teacher requests for more collaboration on at home literacy development.

D. Additional Information

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

Paste response here:

School Name: **MS 324**

School DBN: **06M324**

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)
Janet Heller	Principal		9/11/15
Sandra Capers	Assistant Principal		9/11/15
Judy Ortega	Parent Coordinator		9/11/15
Samuel Amador	ENL/Bilingual Teacher		9/11/15
Minerva Guerrero	Parent		9/11/15
Thelma Dolmo	Teacher/Subject Area		9/11/15
Juan Delacruz	Teacher/Subject Area		9/11/15
Gina Salerno	Coach		9/11/15
	Coach		9/11/15
Aristotles Henriquez	School Counselor		9/11/15
Manuel Ramirez	Superintendent		9/11/15
	Borough Field Support Center Staff Member _____		9/11/15
	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: **06M324**

School Name: **Patria Mirabal Middle School**

Superintendent: **Manuel 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.learnndoe.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.

A Parent Home Language Survey is completed by every parent with the assistance of the parent coordinator and/or social worker. Regular mail to parents about school activities is written in Spanish and English. In house translators translate all correspondence using clear and simple language for all outgoing correspondence. ATS reports such as the RESI are used to determine the home language of incoming and current students when distributing mailings, making parent phone calls, or determining translation/interpretation needs for parent workshops and meetings. The student emergency contact cards are another source of information about parents' spoken and written language preferences.

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.

Review of the home language survey indicated that the majority of parents speak and read Spanish only. The majority of the staff speaks Spanish, the language of the community the schools serves. Communication between school and the community is always in both languages, Spanish and English. Of the 475 students, 67% of families prefer Spanish, 29% English, 2% Arabic, and less than 1% prefer each of the following languages: Amharik, Bengali, Chinese, Dejula, French, Fulani, Malayalam, Soninke, and Tigrinya for written and oral communication.

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.)

Each year the school distributes the following documents that require translation:

School Calendar including Parent Teacher Conference Dates, School Breaks, Marking Period Dates, and Testing Dates: August

Welcome To School: Principal's Message via Teacherease: September

Parent Handbook: September

Cell Phone Contract: September

Parent Leadership Group Registration Information; September

Respect for All: September

Emergency Readiness: September

Free Breakfast and Lunch Letter: September

New York Citywide Behavioral Expectations: September

High School Admissions Process and Deadlines: September

After School Program: September

Parents' Bill of Rights and Responsibilities: September

Translation and Interpretation Services Pamphlet: September

NYC Special Education Guide for Families: September

Achieve New York City Guide; September

6th Grade Camping Trip and Potluck Flyer: September

6th Grade Welcome Packet and Handbook-June and ongoing as families register

Parent Workshop Flyers: Once a month

Teacherease Workshop Flyer: October

Saturday Tutoring Flyer: October

High School Workshops: Two in October, one in December, one in January, one in June

Promotion Requirements: October

Daylight Savings Reminder via Teacherease: March

Medicaid Reimbursement Forms: ongoing

Parent Teacher Conference Flyers: November, March, May

Curriculum Night: September

After School Clubs: October

8th Grade Activities: October

Title I and III Workshop: November

Vision Testing Information: December

Promotion in Doubt Letters: February

Kaplan Parent Meeting Flyer: April

School Survey Information: April

IEP meeting notices: Ongoing

New York State Testing Dates: March

Regents Test Information: May

Book Fair and Reading Letter: May

Parent Association Elections: May

Washington D.C. Trip Information Session: May

International Refugee Youth Summer Academy Workshop Flyer: May

Field Test Information: June
 6th grade Parent Orientation Flyer: June
 High School Process Help Day Flyer: June
 High School Books: June
 Field Trip Permission Slips: Ongoing
 School announcements emailed through Teacherease: Ongoing
 CEC Workshop Information; Ongoing
 Zumba Class Flyers: Ongoing
 Parent Association Meeting Information: Monthly
 Parent Workshop Flyer: Monthly

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.

Ongoing:

The attendance office makes daily calls to parents regarding absences. Calls are made in the parent's preferred language. Teachers meet with families during the weekly parent outreach time. Administration, office staff, parent coordinator and deans make ongoing calls to parents regarding students' academic and social emotional strengths, progress, and needs.

Formal Face to Face Meetings with Parents:

Parent teacher conferences occur four times a year: September, November, March, and May.

Monthly parent workshops

Curriculum Night: September

6th Grade Clearpool Camping Trip Workshop and Potluck: October

Parent Leadership Group: Weekly on Thursdays for 12 weeks

Title 1 Workshop: November

Title III workshop: November

ELA workshop: At home reading strategies: January

High school workshops: September 29, October 6, October 14, November 4, November 28

High School Application Workshop for 7th Grade: April

Kaplan Workshop: April

International Refugee Summer Program Workshop: June

Special Education and High School Workshop: May

6th Grade Parent Orientation: June

Washington D.C. Workshop: May

High School Process Help Day with RSCN for rising 8th graders: June

Part C: Providing Language Assistance Services

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

All correspondence is provided in English and Spanish. Written communications that are ongoing are translated into English and Spanish such as the parent handbook, bell schedule, and permission slips. Specific written communications are translated by the bilingual translation team composed of the bilingual parent coordinator, social worker and math teacher. The initial translation is conducted by one member and then reviewed by the other two to ensure accuracy. Online translators are used to instantaneously translate all emails sent to Spanish reading parents into Spanish and for emails from Spanish writing parents into English.

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.

Oral interpretation is available at all times conducted by the following school members who are bilingual Spanish/English: family worker, parent coordinator, school aids, guidance counselor, social worker and secretary. Over the phone interpreters are available through the DOE interpretation desk and all school staff have received the information for this service. Over the phone interpretation will be used when in person interpreters are not available. Outside vendors are used for parent meetings and IEP meetings when a DOE translator is not available for the language needed.

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.)

Translators or electronic translators are available at all times. Parents have full access to school activities and information regarding their children's academic performance. The majority of the school staff speaks Spanish. Parents have full participation in school events regardless of the language they speak as all activities are conducted in Spanish and English. Parents receive all letters and forms about school activities in their language. Parents receive a translated copy of the document "Parents' Rights and Responsibilities" in the family's home language. Interpretation signs are posted in the school to inform all visitors of the availability of interpreter services in all nine languages offered by the DOE. Staff members serve as Spanish translators and this information is also posted in the school

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 welcome poster is displayed at the entrance to the school. The Parents' Bill of Rights and the Parents' Guide to Language Access is distributed in September in the parents' home language. The palm card has been distributed to all staff.

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)

Information is gathered from the yearly parent survey and at parent surveys from parent workshops. Additionally the school staff will ask parents for their feedback on the quality and availability of services. The parent coordinator will call all parents to ensure that they know of the services available and to ask them if additional services are needed.