

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

07X343

School Name:

ACADEMY OF APPLIED MATHEMATICS AND TECHNOLOGY

Principal:

VINCENT GASSETTO

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

Middle School 343/Academy of Applied Mathematics and Technology 07X343
School Name: _____ School Number (DBN): _____
6,7,8
Grades Served: _____
345 Brook Avenue, Bronx, NY 10454
School Address: _____
(718) 292-3883 (718) 292-4473
Phone Number: _____ Fax: _____
Mr. Vincent Gassetto vgasset@schools.nyc.gov
School Contact Person: _____ Email Address: _____
Mr. Vincent Gassetto
Principal: _____
Abigail Sackey
UFT Chapter Leader: _____
Joanna Muniz
Parents' Association President: _____
Carlos Lopez
SLT Chairperson: _____
Title I Parent Representative (or Parent Advisory Council Chairperson): _____
Sandra Vaca
Student Representative(s): _____

District Information

District: _____ Superintendent: _____
Superintendent's Office Address: _____
District: 07 Superintendent: Ms. Elisa Alvarez
Superintendent's Office Address: 501 Cortlandt Ave, Bronx NY
Superintendent's Email Address: EAlvarez2@schools.nyc.gov
Phone Number: (718) 742-6500 Fax: (718) 742-6500
Superintendent's Email Address: _____
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

Bronx Jose' Ruiz
BFSC: _____ Director: _____

1 Fordham Plaza, Bronx, NY 10458

Director's Office Address:

Jruiz2@schools.nyc.gov

Director's Email Address:

718) 828-7776

Phone Number:

Fax:

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)
Vincent Gassetto	*Principal or Designee	
Abigail Sackey	*UFT Chapter Leader or Designee	
Joanna Muniz	*PA/PTA President or Designated Co-President	
Magdalena Pagan	DC 37 Representative (staff), if applicable	
Ruth Martinez	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	
Anne Marie Hall-Croll	Member/ Staff	
Carlos Lopez	Member/ Staff	
Karla Velasquez	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Catalina Quinones	Member/ Parent	
Marienella Echavarria	Member/ Parent	
	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.

Middle School 343, located in the South Bronx, is a small school with infinite ideas! We have 305 students in 6th, 7th, and 8th grade combined (with a projection of approximately 310 students academic year 2015-2016). Though it is true that our school is located in one of the most "poverty-stricken areas in the poorest congressional district in the United States", we do not have to become a product of our environment. The job of a middle school includes preparing our students for high school, college, careers, and life, not merely to teach times tables and literary classics during these intermediate or middle years.

At the core of our philosophy is the belief that students need exposure to outside places and people and a variety of learning experiences which is why our students visit 3 major North East cities, attend 6-8 Broadway plays, engage with the newest technology, and participate in an extensive arts program while they attend our school.

Our school's principal and assistant principal were both former teachers at MS 343 and bring an intimate understanding of the strengths the school and its surrounding community have to offer, as well as a first-hand understanding of their needs. This interesting history, combined with the drive and energy the administration brings, and a core of highly qualified, dedicated teachers makes 343 ripe for innovative and visionary steps to be taken.

07X343 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	05,06,07,08	Total Enrollment	307	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	4	# Integrated Collaborative Teaching
				6
Types and Number of Special Classes (2014-15)				
# Visual Arts	6	# Music	6	# Drama
				N/A
# Foreign Language	N/A	# Dance	6	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	86.5%	% Attendance Rate		91.3%
% Free Lunch	87.2%	% Reduced Lunch		5.7%
% Limited English Proficient	14.9%	% Students with Disabilities		27.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		26.0%
% Hispanic or Latino	70.9%	% Asian or Native Hawaiian/Pacific Islander		1.4%
% White	1.0%	% Multi-Racial		0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.76	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	1	# 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)		5.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		4.69
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	12.9%	Mathematics Performance at levels 3 & 4		20.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		44.8%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		91.3%
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	NO	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	NO	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	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.

Recent NYS ELA student performance data demonstrates 8th grade students performing significantly lower than their 6th and 7th grade counterparts (6th grade 81% met promotional criteria, 7th grade 86% met promotional criteria, 8th grade 75% met promotional criteria). End of unit exams, ongoing formative assessments reveal lower achievement by 8th graders.

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 80% of the 8th grade will meet or exceed promotional criteria as measured by the 2016 NYS ELA exam.

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>
<ul style="list-style-type: none"> • Embed ELA professional development geared toward engaging 8th grade students into existing “MS 343 Professional Development Week” which all teachers attend • In keeping with the school-wide “Small Group” reading period, all teachers receive professional development in the American Reading Company’s “100 Book Challenge” program that all students attend daily • A third of the school-wide weekly inquiry time’s professional development will be spent on examining student ELA performance data including NY State assessment data, in-house benchmark data, formative assessments and department lesson study data • ELA department members’ common planning time (twice a week) will be spent revising 8th grade curriculum, including researching high interest novels, engaging videos and interactive visuals, and enhancing existing essential questions <ul style="list-style-type: none"> o Specific modifications made to the curriculum for ELLs and Students With Disabilities • The support of the school’s Targeted Instruction Department will be elicited to help reach these goals via the school-wide “Word Gen” program, weekly vocabulary work, etc. • Inquiry team’s “Change Strategies” will be employed by both ELA department members and Targeted Instruction members • Annual Parent-Teacher-Student “Back to School” dinner will include an 8th grade-specific component which will be led by select 8th graders (8th grade student council representatives) 	<p>8th grade students</p>	<p>September, 2015-June, 2016</p>	<ul style="list-style-type: none"> • Humanities Department members • Targeted Instruction Department members • Administration • Parent Coordinator

<p>– including book presentations, bookfair, annual book exchange, etc.</p> <p>o Quarterly course syllabus will be distributed – includes upcoming dates (exams, project due dates), course requirements and overview, teachers’ email addresses</p> <p>o Professional Development on “Jupiter Grades” (teachers’ online grade book) will be facilitated by the school’s bilingual Parent Coordinator</p> <p>o Enhanced workshop on the 100 Book Challenge school-wide reading program’s “Home Component”</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.											
<ul style="list-style-type: none"> • Leadership Coach visits monthly to conduct learning walks and meetings with administration • Annual “Summer Bridge Program” addresses potential gaps in incoming 6th grade students as well as existing 6th and 7th graders (future 8th graders) targeted by their teachers • Administration administers surveys to students on reading interests to inform purchasing of multi-leveled books for our sustained silent reading period (meets 4 times a week) • I-Ready program utilized in class as well as at the core of our extensive academic after school program • Alignment of incentive and exposure trips, Broadway shows and in-class novels to Humanities curriculum to foster connections for students • Humanities department engaging in lesson study cycles focusing on student work (primary focus of “Rigor” and “Engagement”) • Initial professional development sessions and launching of <i>My On</i> and <i>Light Sail</i> programs to address reluctant readers, to attain high interest/multi-level book inventory and to promote students engagement with and love of reading 											
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	X	21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> • End of unit tests take place in November and data will be examined regarding 8th grade students’ progress toward meeting ELA improvement goals • Benchmark exams are given in mid-January and March and data are assessed to gauge 8th graders’ progress

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.

According to our most updated attendance data, special education students experience lower attendance rates than their general education peers and lower than the school’s average attendance rate of 93.4% (school’s average attendance percentage to date is 93.4% versus special education students’ attendance – 6th grade 91%, 7th grade 86.1%, 8th grade 84.4% as per NYCDOE citywide end of year data).

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.

Attendance for special education students will improve by 3% by June, 2016, (giving that sub-group a 90% overall average – while the school’s average is 93.4%).

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • In September, 2015 school will host a meet and greet for our special education parents and families – information on the school’s in-house (mental and physical) health clinic will be disseminated including consent slips (thereby lessening the 	<p>Special education students in grades 6,7,8</p>	<p>September, 2015-June, 2016</p>	<ul style="list-style-type: none"> • Bilingual Attendance Coordinator (family outreach worker)

<p>number of absences due to chronic medical conditions and appointments including a myriad of socio-emotional factors)</p> <ul style="list-style-type: none"> • Attendance team will investigate the correlation between programming and attendance data for 1st period classes (chronic latenesses) • “User’s Guides” previously created by students with the highest suspensions and infractions will be created by students with chronic latenesses and absences – the goal is for students to explain some of their road blocks to achieving improved attendance in this “guide” thereby informing the school community so steps can be taken • Advisory groups will continue to be created using attendance data (advisory groups are created for 8th graders with an attendance advisor who monitors monthly attendance reports, gives out certificates and incentives, reaches out to parents) • Attendance “Buddy System” will be created to offer students a peer support network – one student with above average attendance paired with one struggling with attendance <ul style="list-style-type: none"> o Students will be paired based on need, chemistry, age, gender, etc. and will meet as individual pairs as well as in large network groups – facilitated by guidance counselor • The school will continue its relationship with CTO (Changing the Odds) through the Morris Heights Clinic (neighborhood healthcare program) <ul style="list-style-type: none"> o 6th grade special education students will be encouraged to join this group (meets during advisory sessions with the goal of addressing socio-emotional factors that negatively impact attendance) o 7th & 8th grade CTO club members will continue to be matched with 6th graders to form a “buddy system” 			<ul style="list-style-type: none"> • School’s bilingual Guidance Counselor • Health Clinic staff • Parents of Special Education students, grades 6-8 • Bilingual Parent Coordinator • Administration • Teaching Staff and support staff • Morris Heights Clinic CTO Facilitators

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.

- Encouraging after school attendance for this sub-group via an extensive club/enrichment program featuring dance, art, music, media studies, movie-making, gaming, Changing The Odds (Morris Heights Clinic advisory program)

- Targeted advisory program – attendance groups with an effort on goal setting and change strategies to improve overall attendance
 - Monthly incentives, certificates for improvement
 - Family worker conducting weekly outreach to this sub-group
- Use of Jupiter Grades (school’s online grade book) to illuminate the connection between attendance and academic success

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	X	21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

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

- Monthly attendance data for special education students will be monitored by both administration and advisors
- Monthly check-ins take place in weekly advisory sessions
- Incentives, prizes, positive phone calls home, certificates given publicly in these advisory sessions
- Quarterly attendance reports (NYCDOE data via ATS) will be reviewed by administration – examine data for trends and patterns such as days of the week, programming, etc.

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.

The school-wide practice of Inquiry in all departments has not yet revealed the crux of the challenge with 8th graders achieving improved results on their NYS ELA assessments. As a result, in the winter of 2015 the school began a pilot program of lesson study to help define gaps in student performance.

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.

The lesson study program will be extended to all departments and they will perform a cycle per quarter (2 per year) as measured by formal and informal observations, inter-visitation and formative assessment data.

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) <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>
<ul style="list-style-type: none"> • Each department will engage in two lesson study cycles • Lesson Study includes 4 stages: Defining the Problem & Setting Goals, Planning the Lesson, Teaching the Lesson, Debriefing About the Lesson 	<p>*All teachers will engage in 2 lesson study cycles</p> <p>*All students will participate in a lesson study lesson</p>	<p>September, 2015-June, 2016</p>	<p>*All members of all departments</p> <p>*Administration</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>											
<ul style="list-style-type: none"> • Utilization of existing extensive common planning time to foster lesson study process • Alignment of 155 minutes (professional time) to be utilized for lesson study process, analyzing student work <ul style="list-style-type: none"> ○ 50% of this time (front-loaded at beginning of year) will be centered around PD on identifying trends in student work, creating plans, • Utilization of ILT program – program facilitator works with department teams on norming, procedures and protocols for looking at student work, lesson study cycle, etc. <p>Leadership Coach visits monthly to conduct learning walks and meetings with administration</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	X	21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

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

- Accountability consists of ongoing professional development for department members to learn to engage in lesson study
- Members will share their results in all-staff meetings
- Administration will observe (formally and informally) lessons that had been designed in a lesson study cycle
- Teachers and Administration will review student performance data based on assessments administered after a lesson study cycle
- Revisions to existing curriculum will take place after each cycle if necessary

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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

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 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.

--

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 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)	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)	*100 Book Challenge Reading Program level *Achieve 3000 Diagnostic *iReady Diagnostic	*Individualized/leveled sustained silent reading program with teacher-student conferencing *interactive, leveled online program *interactive, leveled online program	*Small Group *Homogeneous Whole Class *Individual and whole Class	*During the school day *During the school day *During the school day and After School Program			
	Mathematics	*Targeted Math Instruction *iReady Diagnostic	*Individualized/leveled math intervention based on student performance data with teacher-	*Homogeneous Whole Class *Individual and whole Class	*During the school day *During the school day and			

			student conferencing *interactive, leveled online program		After School Program			
	Science	OmniLearn	*hands on laboratory experiences with in-house teachers supported by an outside program (supplies an expert and materials for labs)	*Homogeneous Whole Class	*During the school day			
	Social Studies	*100 Book Challenge *School-wide Non-Fiction Fridays program	*Individualized/leveled sustained silent reading program with teacher-student conferencing *School-wide non-fiction current events packet	*Small Group *Small Group	*During the school day *During the school day			
	At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	*Counseling at-risk (group and individual) *peer support girls (gender-specific) *sports programs	*Individualized or needs based *Individualized or needs based *Voluntary or encouraged based on observed needs	*based on need; services delivered during the instructional day *based on need; services delivered during the instructional day *Team; after school/voluntary	*services delivered during the instructional day *services delivered during the instructional day *Team; after school/voluntary			
Mathematics								
Science								
Social Studies								

At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>				
---	--	--	--	--

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>MS 343 currently has 100% Highly Qualified Teachers on staff. Historically, we retain over 90% of our teaching staff. Last year we retained 19 out of 21 teachers and created 1 additional position. As a small school, our teaching and support staff depend on one another greatly, a situation which lends itself well to collaboration. Part of the administration's philosophy on teaching and learning is that collaboration, such as common planning and Inquiry time, be built into the framework of our school. If we value something, then we need to make it a part of everyone's experience at MS 343.</p> <p>One way in which we facilitate collaboration, which is a major draw for highly qualified teachers, is the fact that this time is programmed into the teachers' daily schedules. The school utilizes a block scheduling program which allows for specific departments to be available for teacher teams. Every teacher at MS 343 has two common planning meetings and one Inquiry team meeting built into their weekly programs (this is in addition to any UFT contractual time). This aspect of our unique program attracts teachers who are serious about their craft and who are looking to improve student outcomes, curriculum design and delivery and to enhance teaching methodologies.</p> <p>Another strategy we use to attract and to retain highly qualified teachers is to pair up all new teachers with a veteran mentor teacher. This pairing involves common preparatory periods and sharing of resources and curriculum. Research shows that 66% of teachers who are mentored in their first years in the profession, stay in the profession and report being more satisfied with their work. Our history indicates that highly qualified teachers stay at MS 343.</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>MS 343 continues to utilize both in-house and external PD sources. The in-house PD comes from teachers and staff members that have demonstrated a mastery of specific strategies and pedagogical skills that groups of other teachers need assistance with. Almost a third of our teaching staff is part of the Teacher Leadership Program and serve as either a "Peer Instructional Coach", <i>PIC</i>, or a "Demonstration Teacher", <i>DT</i> and are compensated by the NYCDOE accordingly. This validates the work that teachers are doing, promotes leadership and collaboration, as well as providing quality and specific PD. Teachers are encouraged to conduct voluntary intervisitation (as well as suggested) along with department-wide learning walks. Administration also utilizes data reports generated from the Advance system which can easily indicate which teachers are "Highly Effective" or "Effective" in a particular</p>

Domain/Component within a Domain which then facilitates intervisitation opportunities. The external PD comes from hired coaches, network liaisons, and both teacher and administration found PD opportunities outside of the school. Teachers are always encouraged to look into PD opportunities that fit their needs and share those opportunities with their colleagues. The administration works with a leadership coach, network liaisons, and colleagues on instructional and leadership practices.

Part 3: TA Schools Only

3a. Use of Program Resources

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

MS 343 uses funding to provide instructional materials and uniform to students in need (Title 1, STH, other). Funding is also used in programs before and after school (VPP) to ensure that students are on time and off the streets. All students are invited to attend the full service after school program that incorporates math and ELA content as well as the arts and technology. Programs such as Saturday Test Prep, After School Skills Boot Camp, Summer Skills Camp (Bridge Program), and exposure trips are offered to all students.

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.

All teachers participate in 2 weekly department common planning meetings as well as a weekly inquiry meeting. These meetings are designed to provide teachers with the time and space to plan and build assessments, and/or choose periodic assessments to administer to students. Inquiry time is designed to review assessment data, determine the data's implications on instruction, and to make instructional decisions. Common planning time is designed for teachers to create "change strategies" which are instructional changes which impact students' learning. These common planning and inquiry meetings are attended by **all** teachers as well as administration and are frequently visited by network support personnel as well as administration's leadership mentor. These additional

supervisors and coaches provide teachers with professional advice and support in making instructional decisions based on students' testing and performance data.

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	237,953.00	X	11, 14, 17
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,924,133.00	X	11, 14

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. Middle School 343/The Academy of Applied Mathematics and Technology, 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. Middle School 343 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 in both English and Spanish and in other languages that can be translated by the NYCDOE's interpretation services and/or school-based staff who are multi-lingual;
- 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 conducts 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 bilingual Parent Coordinator 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; technology training; resume writing; introduction to the school's online Jupiter Grades System (involves logging on to teachers' gradebooks via internet with a password) 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 in English, Spanish and lower incident languages whenever possible;
- encouraging more parents to become trained school volunteers;
- providing written, online/digital 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 as well as a school webpage, Twitter account, Instagram and individual teacher's class pages;
- 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

Middle School 343, 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.

1. **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;

2. 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;

3. Student Responsibilities:

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

always try my best to learn.

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

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

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

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

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

Part A: School Information	
Name of School: <u>MS 343</u>	DBN: <u>07X343</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>45</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>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</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: _

After review of Spring 2014 NYSESLAT data, it was determined that our ELLs would benefit from both a targeted after school program as well as a Saturday academy before their spring state exams. MS 343's after school and Saturday academies are directly aligned to ELL students' strengths and areas of focus (data) based on the Spring 2014 NYSESLAT, Spring 2014 ELA data (when applicable), teachers' qualitative classroom data such as conferencing, unit exams, quizzes and students' 100 Book Challenge reading glevel. After reviewing the data, our ESL teacher, lead literacy teacher and ESL certified assistant principal discovered that writing continues to be the biggest area of focus for all of our students. In response to this finding, we have designed an after school program and a Saturday academy program with these students' needs in mind. The after school program, which will begin in February, 2015 and run until May, 2015 will meet once a week from 3-5:00pm for a total of 11 sessions. The Saturday academy program will meet from 9:00-12:00 pm for a total of 15 sessions.

This program will service 6th, 7th, and 8th grade students. Our after school and Saturday class topics are based on need as indicated by student performance. Classes range in size from 12-18. In addition, the ESL teacher, lead literacy teacher and ESL licensed AP collaborate on lessons and student materials that will be used to prepare ELLs for their spring, 2015 state exams. Some of the materials that the 2 teachers use for the Saturday academy lessons include the online iReady program, Measuring Up student workbooks, Ready assessments and American Reading Program's '100 Book Challenge' independent reading program and accompanying skills cards and conferencing manual for teachers (IRLA).

The 2 teachers conduct English language lessons and provide academic support/language acquisition support using materials such as "iReady", online tutorial program, sustained silent reading with conferencing, and the use of a short response rubric the literacy department created to bring 6th, 7th and 8th grade ELL students through the writing process in a sequential, coherent way. They teach an ESL/ELA mini-lesson on a particular writing strategy or topic, and use materials and guided instruction, as well as independent practice to support the acquisition of these skills. In addition to these books and strategies, the teachers compliment the regular day's instruction on Saturdays by using the 100 Book Challenge protocol in English from the American Reading Company. This protocol includes sustained silent reading to promote stamina, vocabulary development, as well as one on one conferencing with ELLs to ensure growth and to check for reading comprehension.

The combination of the regular day's instruction and the Saturday components strongly support the ELLs linguistic development and help prepare them for their many state 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

Part C: Professional Development

Begin description here: _

We have one certified ESL teacher at MS 343. Professional development takes place with both school-based professionals as well as from contracted experts. The ESL certified teacher at 343 has two "common planning" meetings built into her weekly program during which Title III PD sessions can be delivered. Both of these meetings are attended by the assistant principal, also a certified ESL teacher. This aspect of our unique program enables teachers within a department to share best practices, lesson plan together, look at ELL student data as a team and make instructional decisions in a uniform, consistent way. Our ESL teacher in particular is able to improve the outcomes for her ELL students, design her own curriculum modifications and build in scaffolds with the support of the assistant principal and the literacy department lead teacher, and enhance her teaching methodologies. There is a series of PD sessions facilitated in order to support the ESL and literacy certified teachers in preparation for the Saturday Academy. ****Some of the titles of the PD topics presented to the Title III Saturday academy teachers include 'Sharing Best Practices with Colleagues' (D. Callahan, ESL certified AP), 'Facilitating Student to Student Conversation in the Classroom' (P. Palmer, literacy licensed lead teacher) which supports ELLs' speaking and listening strengths, 'Unpacking the Learning Objective', (Network 406 liaison), and 'Scaffolding Grade-wide Novels for ELLs and SWDs' (D. Callahan, ESL certified AP). Additional topics include 'Using Student Outcomes & Data (both qualitative and quantitative) to Inform Instruction and to Make Curricular Adjustments' (D. Callahan & Network 406 liaison), 'CCLS Review and Curriculum Design' (D. Callahan & Network 406 liaison), etc. ****All of the aforementioned PD titles are directly related to the supports the ESL teacher will provide her students. The utilization of student data to inform her groupings, the topics and skills she will teach on each Saturday session and the number of students invited to attend each session will all be informed by this data. Scaffolding grade-wide novels is essential for ELL students' language and content acquisition and promotion to the next grade.

In addition to the PD titles listed above and the two meeting times our ESL teacher has built into her program (mentioned above), our ESL teacher also attends two instructional PD meetings at the end of the day on Mondays and Tuesdays. One of the meetings is entirely focused on student data and its implications on instruction and the other is an additional department planning period (the 3rd such period per week) during which she can make modifications to the department's curriculum and materials for her specific students. Many of these PD opportunities are facilitated by the (ESL certified) Assistant Principal as well as one of our lead (literacy licensed) Humanities teachers. Additional sessions listed above are facilitated by our school's network instructional support personnel including "Writing Coherent and Measurable Learning Objectives".

At MS 343 we also offer our ESL teacher numerous PD opportunities out of the school building, including Teacher's College workshops, Grant Wiggins curriculum design workshops, as well as PDs specifically designed for teachers of ELLs offered by the Department of English Language Learners, all aligned with our Saturday program's goals and rationale.

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: _

MS 343 has historically had very positive and strong relationships with our families and our community. Our school truly embodies what it means to be a community school and our annual learning environment illustrates the satisfaction of our parents and guardians. In order to continue the positive

Part D: Parental Engagement Activities

relationships MS 343 staff have created with our parents and families over the years, many steps have been taken. For instance, numerous workshops are offered annually and a monthly calendar is distributed to all families to inform them of the upcoming events they may wish to attend. This monthly calendar is distributed along with the use of an automated phone call system to inform the parents of upcoming events both during the school day, after school hours and on Saturdays. Some of the events include:

- Open Computer Lab Days: Providing parents of ELLs with ongoing access to computers to monitor their child's academic performance including the Jupiter Grades system (online teachers' grading system)

*Hosting a parent orientation (in English and in Spanish) in late August, 2014 for newly admitted 6th graders and transfer students in 7th and 8th grades to explain the philosophy, vision and procedures of our school including the 100 Book Challenge reading program, the home reading log, the school-wide point system and its incentives and consequences as well as other relevant topics for parents (the home reading log is of particular import to our ELL students as they must increase their vocabulary in order to raise their reading comprehension in English to grade level

*Hosting a parent-teacher "Back to School" dinner in mid-September, 2014 to give teachers and families a chance to meet in a non-evaluative way to discuss the goals and expectations of each child in our ESL program

- Jupiter Grades workshops (how to use the program, login in and emailing your child's teachers), and other engaging workshops such as resume writing, using technology, yoga and wellness, nutritional cooking, etc.

Some of the steps taken to ensure open communication with our parents continues, include: Purchasing the aforementioned web-based grading program called "Jupiter Grades" which allows parents access to their children's grades on a regular basis. This program can be accessed in English or Spanish and reports can be printed at the teachers' discretion in English or Spanish, in whichever language the parents identified as the one they would like to receive information from the school. Each September the school sends home a survey asking parents and guardians which language(s) they are most comfortable communicating in to better foster open dialogue between home and school. In addition, we have facilitated numerous training sessions for teachers and parents to use the Jupiter Grades program, and providing "open lab days" (previously mentioned) for parents who do not have access to the internet to come into the school and utilize the computers in the computer lab with the support of the bilingual parent coordinator.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	-
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials	_____	_____

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 07	Borough Bronx	School Number 343
School Name Academy of Applied Mathematics and Techn		

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 Vincent Gassetto	Assistant Principal Deirdre Callahan
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Althea Fuller	School Counselor Marisol Palau
Teacher/Subject Area type here	Parent Ruth Martinez
Teacher/Subject Area type here	Parent Coordinator Angela Cunningham
Related-Service Provider Abigail Sackey	Borough Field Support Center Staff Member type here
Superintendent Ms. E. Alvarez	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	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	0	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	0

D. Student Demographics

Total number of students in school (excluding pre-K)	305	Total number of ELLs	25	ELLs as share of total student population (%)	0.00%
--	-----	----------------------	----	---	-------

Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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														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	25	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	7
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	14	Long-Term (ELLs receiving service 7 or more years)	4

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	0									0
DL	0									0
ENL	7		0	14		5	4		2	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

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 SP														0
SELECT ONE AR														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							12	6	5					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1							0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								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)							1	1	0					0
Emerging (Low Intermediate)							1	1	1					0
Transitioning (High Intermediate)							2	1						0
Expanding (Advanced)							9	3	4					0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

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														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	11	1			0
7	5	2			0
8	3	2			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	8		3						0
7	5		1		1				0
8	4		1		1				0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	3		13		9				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)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

The Academy of Applied Mathematics and Technology has a total of 25 English Language Learners (ELLs). 13 students are currently in grade 6, 7 in grade 7 and 5 are in grade 8. All ELL students enrolled at M.S. 343 participate in free standing ESL classes based on Parent choice.

According to 2015 NYSESLAT data writing (followed by listening) are our modalities to focus on.

Academic Year 2015-2016 will be MS 343's first year in the MSQI program. Part of this program includes small group literacy support, including the administration of the DRP reading assessment. We administered the DRP reading assessment to ALL students at MS 343 in the beginning of the school year. Results were reviewed and new small group reading groups were designed based on this data. For instance, 40% of our incoming 6th graders were scored at "Severly below" grade level in reading. The groups were made with intervention strategies and appropriate teachers in mind. Each low performing "severly below" group will include no more than 12-15 students. This DRP data will support the ELLs reading development as they will be grouped according to data, be grouped homogenously and with a literacy teacher who knows strategies to support reading and who will conference with them on on one to assign reading goals and monitor growth and progress.

In addition, ELL students are administered a pre test before each new instructional unit, as well as a post test to determine strengths and areas of focus throughout the academic year. If students do particularly well on a certain unit, or with a particular skill, they are able to move to the next topic or work at a more advanced pace. However, if ELL students show areas of focus (weakness) in a certain area, they are given more support and scaffolding.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

According to our data, writing is the area of focus most concerning to our ELL instructional team. In an effort to address the writing needs of the ELL students at MS 343, a "Writers' Bootcamp" was devised after school for 2 days. This "Bootcamp" focused on the data from a writing baseline the students took. The team scored the writing assessment and broke the students into groups depending on their weakest area on the writing rubric (adopted from the NYS ELA writing rubric). After school intensive sessions were taught

focussing on those areas of weakness, allowing students to have individualized attention, practice working on their deficiency and time to rewrite the original piece once a series of writing mini lessons had been conducted. In addition, writing remains the year-long focus for our ELLs, including being at the forefront of the humanities department's inquiry focus for the year. The team will focus on short response writing impartiular, administering pre and post tests (baselines and benchmarks), scoring them, reviewing the data and creating instructional change strategies to address deficincies or gaps in ELLs understanding. This cycle repeats itself every 4-6 weeks with a new strategy being adopted by all teachers of ELLs to be able to test the validity of the strategy.

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

At MS 343 we create an annual ELLs' strengths and weaknesses chart spreadsheet that is made available to all staff. The spreadsheet is reviewed with the staff by the ESL certified AP who creates it and data is explained to all staff at the opening "Back to School" staff meeting. ELL data that are included are: Name, Gender, Grade and class, Years of Service, prior 3 years of NYSESLAT data with a highlight of students' strengths and 2 areas of focus; a primary and a secondary (weakness). There is also a bank of instructional strategies that teachers of ELLs can utilize to ensure ELLs are receiving instruction that supports their language acquisition, particulary in their areas of focus, while maintaining and advancing their strengths. This chart is regularly updated and staff utilize these data when creating unit and lesson plans and when conferencing with individual students.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

We offer ESL classes at MS 343 (we do not have Dual Language or Transitional Bilingual Programs). According to ELL assessment data from 2015 as well as our data historically, ELLs do very well at MS 343. Our numbers of ELLs decrease each year as students score "Proficient" or "Commanding" on their NYSESLAT exams. Our ELLs improve every year on state ELA and Math data as well as on ELL assessments. Our school instructional team which includes administration, uses these data to inform our instruction, after school decisions and groupings and ELL Saturday academies. Our team also uses these data to determine to what extent ELLs require additional reading support in our school-wide 100 Book Challenge/Small Group Reading period (4X a week for the school year). For instance, we have only

2015 NYSESLAT data shows we only have 1 ELL in 6th grade at the Entering level and 1 ELL in 7th grade at the Entering level. We also only have 1 ELL in each grade level at the Emerging level. We have 2 ELLs in 6th grade and 1 in 7th at the Transitioning level leaving the remaining ELLs at the Commanding and Expanding levels. These data help to inform our instructional and administrative staff by providing us information that our students can handle more independent work including online programs such as "My On" reading program and iReady instructional programs in Math and ELA. Students performing at such high proficiency levels can read chapter books, though the use of books on tape support ELLs in this endeavor and are used extensively at MS 343.

Home language is supported in the ESL classrooms through extensive use of English to SPanish dictionaries, the NYS supplied word to word glossaries and illustrated glossaries in all subject areas. Our ESL certified teacher has her own set of 30 laptop computers for the ELLs to use to utilize translation software, online dictionaries and thesauruses and the aforementioned online academic programs. All ESL literacy classes have baskets of Spanish language books at various reading levels for students to utilize in addition to the classroom libraries of English books from grades 1-12 to accommodate all reading levels of all students.

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

N/A

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

Each student at MS 343 has an individualized program. Each student's ELA/ESL, small group reading, math, science and Targeted Instruction class are determined using data. Though no data is currently available to make decisions at present, historically we place students in classes where they will receive instruction at their levels and are grouped for advisory sessions with students of similar backgrounds as they have.

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).

When data is received, administration and the principal's cabinet review and determine areas of weakness, gaps and flags. An area of weakness may be addressed with an instructional shift or by using a "change strategy", something a team of teachers vows to

include in their practice for a set amount of time. Once data is collected, the success of that program or strategy can better be determined.

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.

AT MS 343 we follow the suggested intake process illuminated in the ELL Policy Reference Guide all within the 10 day permissible time frame. The following steps are followed, The school's AP, also a licensed ESL pedagogue "administers the Home Language Identification Survey (HLIS) to determine the student's home language as part of general intake procedures. The home language is determined based on the results of the HLIS, which includes an interview with both the parent and student in English and the home language", (bilingual parent coordinator, family worker and guidance counselor support this process in Spanish)...Therefore, the home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. The home language determination is not based solely on the responses to the questions (regardless of number of responses of one language or another). In the case of a family/student that speaks a language other than English or Spanish, the following steps are taken: "Over-the-phone interpretation services" that have been made available through the DOE's Translation and Interpretation Unit are utilized "so that parents can receive language assistance and have their questions answered in their preferred languages". Should it be determined that an identified ELL student requires the SPanish LAB be administered, the ESL certified AP would do so, also within the 10 day period.

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).

At present we do not have SIFE students enrolled at MS 343. In the case where a SIFE student enrolls at MS 343, our bilingual parent coordinator would conduct the parent/student interview along with our AP, who is also a certified ESL teacher. They would request any student work artifacts the family was able to provide as well as conduct the SIFE questionnaire. These steps would be taken immediately upon a student's admittance, and not after the 30 day permissible time frame, and/or during the intake process conducted when a child and family first come to MS 343 for enrollment.

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).

As per the ELL Policy and Reference Guide, "The LPT determines whether the student should take the NYSITELL. The LPT should consider evidence of the student's English language development, including, but not limited to the following": The school's intake process (described in #1) with the AP and parent coordinator's interview, HLIS, etc. "In addition, the student's history of language use in the school and home...information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English...". In addition, based on the evidence, the LPT must make a determination as to "whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English..." Furthermore, "If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL", but if the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review". The principal then "accepts or rejects this recommendation". "If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student - If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision." As per the ELL Policy Reference Guide, page 16, "If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form (page 53) must be completed and placed in the student's cumulative folder."

Parents and families must be notified within 3 school days of the decision in the parent's/guardian's preferred language. If the school does not have a member on staff proficient in that language, the DOE's translation and interpretation services are utilized.

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.

Our AP (ESL certified) and our bilingual parent coordinator invite each parent into school to meet about their child's data review. Letters are distributed at that time and parents either fill them out then and there, or return them expeditiously within a day or two. Between our parent coordinator and family outreach worker (both bilingual), parent outreach is a very effective tool for gathering the letters. Letters are kept in the child's cumulative file.

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).

"Within 5 school days of ELL determination, our school's parent coordinator reaches out to all parents of students determined to be an "ELL". We inform parents of their child's results on the NYSITELL and ELL status "using the NYCDOE standard parent notification letters (in the parents' preferred language)". Once our PC and family outreach worker receive the letters back (signed), they are filed in the student's cumulative record.

Post script: (As per demographics of the school, our student body is grades 6-8, ages approximately 10-15. Feedback asks for plans for 18+ students, of which we have none).

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.

Whenever a new student comes to Middle School 343 looking for a placement at our school, a series of steps follow, all in accordance with our identification and registration process. The first step is to see Ms. Ingrid Ott, Pupil Accounting Secretary, in the main office. Ms. Ott reviews all necessary paperwork with the parent or guardian, as part of her "Intake" procedures. Ms. Callahan, AP, and a certified ESL teacher administers the HLIS as well as interviews parents and students face to face. If support is needed by the Parent Coordinator (bilingual), she is brought into the conversation. In the incident of a "low incidence" language, translation and interpretation services are elicited from the NYCDOE. Once the HLIS has been administered, the AP reviews the parent response(s) to see which language was checked off as being spoken in the home. If the language checked off is one other than English, the student is "flagged" as having to have the LAB-R administered within 10 days. After the HLIS has been administered, the oral interview has taken place, and the determination has been whether or not the student will take the identification tool, the bilingual parent coordinator, Angela Cunningham offers the parent a chance to view a NYCDOE sanctioned video to help parents choose which program they want their child to participate in, Dual Language, TBE or ESL. The parent is offered refreshments and views the video. Historically our parents complete their surveys and information during their orientation. The program choices are explained and parents choose the one that suits their child's needs. Once the parent chooses an option, the choices the school has to offer are explained (in this case, we offer ESL classes - not DL or TBE). As stated, the parent completes the entitlement letter, completes the survey and makes their selection.

If the parent's first choice is not available at our school, the parent is offered a transfer to a school which offers the program/model the parent chose. If the parent speaks a "low incident" language and we cannot find a staff member to interpret for the parent in order to ensure they are making an educated choice, we would call the Translation Department to request services/support. Since the middle school upstairs from us offers TBE, if a parent chooses that option, our bilingual parent coordinator (PC) introduces them to the PC from MS224 and the process is taken over by their PC. Their program choices are explained and the parent has the right to choose their school for TBE or to go to the placement office in search of a school that offers other options.

Once the parent has completed all necessary forms, has made their decision and has viewed the video, and assuming the child is placed in our school, the student's data is reviewed. If the child has test data on ATS/ARIS and/or other student data sites, the ESL teacher(s) and AP (ESL licensed) reviews the student data to see which class would be the best for the student's needs. Depending on the student's NYSESLAT level, they will receive ESL instructional minutes as per Chancellor's rules as part of CR-154. ARIS, NYSESLAT data, NYS exam data, any available student work, and attendance records are all reviewed to see what efforts and instructional models would best fit the student's needs both academically and socially. Class placement, groupings and support services such as 37.5, referred to as "Small Group" at MS 343, AIS or "Targeted Instruction", advisory services and after school programs and enrichment clubs are explained to the parent and offered at this time. The student is also assigned an advisor, who is a staff member responsible to give the student an academic planner, meet with them once a week to discuss school and social success, and check in on behavior, grades and attendance with the student. We ensure that new arrivals to our school are given an opportunity to choose an elective club, such as technology, media studies, yearbook committee, sports, art, music or dance to offer incentives to come to school on time and to offer exciting enrichment opportunities to the new students as they assimilate into the American and more specifically, the New York City culture and environment.

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.

Most, if not all survey and enrollment form documentation is filled out by the parent(s) while they are present at our school with the AP and bilingual Parent Coordinator (PC). Documentation has never been a problem at MS 343 as we receive most, if not all paperwork during the initial intake meeting. If an issue was to arise, the bilingual parent coordinator, bilingual school's guidance counselor or bilingual family outreach worker would call home to remind parents and families of the importance of returning forms to the school. We also have an automated messenger service which helps with a larger volume of calls.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
As paperwork is submitted, our family outreach worker uses an ROCL from ATS to highlight students who bring in their papers. The remaining students are called and reminded that necessary documents have not been submitted. As previously stated, most, if not all survey and enrollment form documentation is filled out by the parent(s) while they are present at our school with the AP and bilingual Parent Coordinator (PC). Documentation has never been a problem at MS 343 as we receive most, if not all paperwork during the initial intake meeting. If an issue was to arise, the bilingual parent coordinator, bilingual school's guidance counselor or bilingual family outreach worker would call home to remind parents and families of the importance of returning forms to the school. We also have an automated messenger service which helps with a larger volume of calls.
9. Describe how your school ensures that placement parent notification letters are distributed.
Letters are sent home regularly with students ("Backpacked") to remind students to bring in required documentation. ATS and other DOE reporting systems are utilized to ensure accurate data are collected on each student so we are certain which students need to bring in which documentation - ELL students' parents are also programmed into our phone messenger service program which can send out automated "reminder" calls at a moment's notice.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Dated and signed original copies of entitlement letters, HLISs and any other relevant documentation must be retained in the student's cumulative record housed securely in the main office in a lockable filing cabinet. These records, as all of our student records are kept in the main office and are overseen by the Pupil Accounting Secretary, Ms. I. Ott. Administration, the PC and IEP liaison have access to the records. If the ESL teacher needed access, she would be awarded access by the principal.
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.
All eligible students are administered the NYSESLAT exam each spring by a testing team consisting of Marisol Palau, guidance counselor and testing coordinator, Althea Fuller, ESL certified teacher and Deirdre Callahan, ESL certified AP. Data from the previous spring is utilized to determine who is still eligible to take the test, and who has scored "proficient" and will no longer sit for the exam. Data is gathered using ATS data reports run by the Pupil Accounting Secretary. In addition a spreadsheet with each eligible ELL's name, strongest modality and primary and secondary area of weakness is utilized to ensure all ELLs are accounted for, cross referenced to ensure their eligibility for the NYSESLAT exam. As each ELL receives the speaking component of the NYSESLAT, the ESL certified AP crosses off their name on the ATS sheet and their test documents are housed with the testing coordinator until that portion of the exam is complete. As with each component of the NYSESLAT, the team coordinates names and grade levels for each ELL student and exam dates are shared with entire school community, including parents of ELLs. This information is placed on the monthly school calendar that is created by the PC, translated and back packed home. A phone messenger service is utilized to ensure that a voice recording is heard by all parents of ELLs informing them of dates and times for each tested modality. Additionally, make up exams are offered by the testing coordinator until the exam window closes.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Once the determination has been made on a student's ELL status, eligibility letters are sent to the parents (backpacked and sent via post). As paperwork is returned to our school, our family outreach worker uses an ROCL from ATS to highlight students who bring in their papers. The remaining students are called and reminded that necessary documents have not been submitted. Documentation has never been a problem at MS 343. If an issue was to arise, the bilingual parent coordinator, bilingual school's guidance counselor or bilingual family outreach worker would call home to invite parents and families in to receive their letters. We also have an automated messenger service which helps with a larger volume of calls. The school's bilingual PC also sends reminder memos home, translated and back packed. A phone messenger service is utilized to ensure that a voice recording is heard by all parents of ELLs informing them of dates and times for documents that are due. The PC, Angela Cunningham is responsible to collect this information and houses it in her lockable office.
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).
As MS 343 only offers ESL placement, the trend we have seen in parent choice has been ESL with few exceptions. Our PC creates a document where parent choices are recorded and data can then be sorted and reviewed for patterns and trends. Our PC keeps these results securely in her office. The school has a very good reputation in our neighborhood/school community, and was one of only 32 of 1,800 NYCDOE schools to receive an "A" for 5 consecutive years on the school report card. Most parents who come to MS 343 looking for placement have heard about our school from friends and neighbors, or have sent their older children to our school and are

familiar with our programs. In the few incidents where we cannot accommodate a parent's choice of placement, such as TBE, we call our campus/neighbor school and coordinate a meeting with the parent, MS 224's parent coordinator and ours.

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.

In AY 2014-2015 we had 41 ELLs on register. Our current 2015 NYSESLAT and ELL data shows that number for AY 2015-2016 to have decreased to 25 ELLs on register. After reviewing the ELL student data available via NYSELA and NYSESLAT modality data, the ESL instructional team reviewed patterns and trends. Historically, the majority of our students score at the previously titled "Intermediate" and "Advanced" levels, with their weakest areas (again, historically) in Listening and Writing. All ELLs are grouped in the ESL certified teacher's classes for ESL and/or ELA depending on their NYSESLAT level, and according to CR-Part 154 minutes. The program at MS 343 is block scheduling so all ELLs receive blocks of their instruction as a whole class, not a "pull out" or "push in" model. They travel to ESL/ELA as a group and are grouped for other subjects according to strengths and areas of focus as per testing data and ATS. All teachers at MS 343 in all subject areas are provided with an "ELL Strengths and Areas of Weakness" chart devised by the instructional administrative team which outlines each ELLs' current NYSESLAT score as well as their 2 previous year's scores. The chart also includes their modality of strength and their primary and secondary area of focus. Additionally, included in this chart is a bank of instructional strategies to be employed for each of the 4 modalities, should an ELL have any combination of these in their personal strengths and weaknesses on the chart.
 - b. TBE program. *If applicable.*
N/A
 - 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)?

All ELL students receive ESL/ELA from our certified ESL instructor. Each student has more than the minimum number of ESL minutes provided to them in their programs through the use of block scheduling school-wide. Instructional periods are longer than in typical schools' periods (i.e. our instructional periods are 75 minutes long versus the typical 45 minute period in most DOE schools, allowing for more than required number of minutes to be met. Additional 40 minute advisory meetings (weekly) and additional 40 minute reading periods (daily) are provided to all ELLs by the ESL certified teacher. For instance, students at both the "Entering" and "Emerging" proficiency levels receive ESL instruction from our ESL teacher 5 days/week for 75 minutes, totaling 375 minutes (more than the 360 mandated minutes). In addition, these students receive weekly advisory from the ESL teacher for 40 minutes and a reading period four days/week for 40 minutes, providing a grand total of 575 minutes of instruction from the ESL teacher. The students at the "Transitioning" and "Commanding" proficiency levels also receive 375 minutes of ESL instruction from our ESL teacher which is far more than the 180 mandated minutes as per CR Part 154.
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.

ELLs in subject area classes are supported through a wide array of technology, such as headphones, books on tape, both illustrated content-specific glossaries and word-to-word translated glossaries for all content areas, multiple carts of 30 laptop computers each in all departments are made available to students to conduct research, use websites and to get visual and interactive instructional support. Every teacher also has a "Document Camera" and Smart Board in their room to ensure scaffolded, visual representations of content information. Teachers of ELLs attend 2 common planning meeting per week which are visited by the AP (ESL certified) at least 75% of the time to provide ESL strategies and support in delivering instruction. PD is also afforded to teachers of ELLs both in and out of school on topics of curriculum design using UBD/Grant Wiggins's design, and scaffolding techniques to make vocabulary more accessible to ELLs. Technology support such as PD in the MyOn online reading programs is also

made available to teachers of ELLs as are the iReady programs in math and ELA. All teachers of ELLs attend the 4 mandatory PD weeks annually at MS 343 (aforementioned) which focus heavily on vocabulary instruction and language acquisition for ELLs. As ESL is provided in a contained class to each grade, 6th, 7th, 8th individually, the ESL teacher does not provide push-in services. The extensive PD provided to the teachers of ELLs gives support and guidance, as does the ESL certified AP of instruction.

ELL instruction is supported through a variety of scaffolding techniques including color-coding our vocabulary into parts of speech (red=verb, blue=noun, etc.), scaffolded graphic organizers, close reading strategies, finding the gist strategies and student-teacher conferences with ELLs are utilized regularly to check for understanding.

At MS 343 we have no identified SIFE students to date, but in the case of a new arrival, steps would be taken to ensure both academic and social success. SIFE students would be assigned an advisor to check in with them on academic success, attendance and to give them an academic planner to record assignments and to help with organization skills. The parent coordinator, Ms. Cunningham would meet with the parents of SIFE students on a monthly basis to check on progress reports, report cards and attendance. Newcomers would receive these same services to ensure assimilation to the school and support in adjusting to their new environment. An advisory group would be created with these students which would serve as a support group with an ESL teacher facilitating. ELLs who are approaching LTE status are grouped with the ESL teacher for both "small group reading class" (also known as 37.5) and Targeted Instruction (or AIS services) to support their language acquisition before they reach LTE status. Once they have arrived at LTE status, or if they arrive at MS 343 already a LTE, they are designated for our after school program specifically for LTEs. This class after school is taught by a certified ESL teacher and uses NYSESLAT prep materials to support all 4 language modalities. ELLs with special needs are accommodated in accordance with their IEP. If ELLs require additional support, the advisory program members are consulted and the ESL instructional team is consulted.

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

Historically, our ELLs have almost exclusively been Spanish speaking. With no current data to dictate otherwise, the students' evaluation in their home language would be conducted by the bilingual guidance counselor or one of our bilingual teaching staff members. Teacher-student conferencing is the main instructional tool utilized at this point to evaluate students' abilities in their home language. The Rosetta Stone program is another tool the school utilizes as it is an online program that tracks growth and proficiency and can provide quantitative data to support the qualitative conferencing data.

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

Our ESL teacher utilizes many strategies to gauge progress and proficiency in all 4 modalities. Some of her formative assessment tools include assigning purposeful groupwork roles such as: reporting - the ELL with speaking as their weakest modality may serve as group reporter; recording - the ELL with writing as their weakest modality may serve as recorder for the group. These qualitative data inform the teacher for her future lesson plan modifications and red flags that may arise throughout a unit of study. Students with reading as their weakest modality may utilize the many books on tape we have or the MyOn and lightsail online reading programs, or Achieve 3000, iReady among other targeted instructional programs, which all provide the ESL teacher with quantitative reports from diagnostics to benchmarks to final assessments at the end of the year. The teacher's data are used to inform her own instruction and brought to the department during inquiry and common planning meetings to inform curriculum decisions.

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

ELL instruction for SIFE (should we register a student with that status in the future), Newcomer and Developing language learning students is supported through a variety of scaffolding techniques including color-coding our vocabulary into parts of speech, scaffolded graphic organizers and "shoulder buddies", who are students at a more proficient linguistic level who can help ELLs during groupwork. Our data shows that we have 5 students in all grades combined at the Entering or Emerging stages. These students receive modified curricula by the ESL teacher. They extensively use technology as a support, for books on tape, prerecorded "Show Me" videos created by the teachers in subject areas and voice recordings of their teachers reading aloud instructions, articles and other instructional supports. Teachers also conference with ELLs regularly to check for understanding. At MS 343 we have no identified SIFE students to date, but in the case of a new arrival, steps would be taken to ensure both academic and social success. SIFE students would be assigned an advisor to check in with them on academic success, attendance and to give them an academic planner to record assignments and to help with organization skills. The parent coordinator, Ms. Cunningham would meet with the parents of SIFE students on a monthly basis to check on progress reports, report cards and attendance. Regarding LTEs, they are specifically targeted for an after school program with the ESL teacher. This program runs from October-May and meets twice a week after school. We also offer Saturday test-prep

academies on a variety of topics (each Saturday the topic changes based on student data). Often different groups of ELLs are invited based on the data to ensure needs are met and students don't become overwhelmed with a year-long Saturday program. The students are "invited" based on their performance data and the topics are chosen once students' data are reviewed for patterns and trends.

Newcomers and Developing language learners would receive these same services to ensure assimilation to the school and support in adjusting to their new environment. An advisory group would be created with these students which would serve as a support group with an ESL teacher facilitating.

ELLs who are approaching LTE status are grouped with an ESL teacher for both "small group reading" (also known as 37.5) and AIS services to support their language acquisition before they reach LTE status. Once they have arrived at LTE status, or if they arrive at MS 343 already a LTE, they are designated for our after school program specifically for LTEs. This class after school is taught by a certified ESL teacher and uses NYSESLAT prep materials to support all 4 language modalities. Former ELLs continue to receive accommodations ensured by the testing coordinator. This information is disseminated to the staff and is referred back to periodically throughout the year whenever a school-wide exam is being administered in a class/subject area and in the case of state testing.

Additionally, ELLs with special needs are accommodated in accordance with their IEP. If ELLs require additional support, the advisory program members are consulted and the ESL instructional team is consulted.

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.

Given that this particular mandate will go into effect this coming year, we have not experienced this situation before. As per the policy and Reference Guide, the following steps should, and will be adhered to by our ELL teacher, AP (ESL certified), Administrative staff and Parent Coordinator:

"The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time...". We will "initiate a review of the ELL status determination" if it is requested by a parent, or teacher with parental consent.

"The Re-identification Process" will be completed "within 10 school calendar days of receipt of written notice" and consist of the following steps: 1. School receives written request to initiate the Re-identification Process 2. School reviews all documents related to the initial or reentry identification process detailed above. 3. School reviews the student's work in English and in the home language. 4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL.

As per the policy and reference guide, "Under no circumstances can the Re-identification Process include a second administration of the NYSITELL." 5. Our staff will consult with a parent or guardian. 6. We will conduct and review the results of a school-based assessment, administered by qualified personnel...in English. 7. Appropriate staff will consult with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English. 8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language will be sent to the parent or guardian. If the recommendation is to not change the ELL status, no further actions are necessary; however, if the recommendation is to change the ELL status, the process continues. 9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian the relevant documents and recommendation are sent to the superintendent for review and final decision. 10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly. 11. All notifications and relevant documents must be kept in the student's cumulative folder..."

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?

ELL instruction is supported through a variety of scaffolding techniques including color-coding our vocabulary into parts of speech, scaffolded graphic organizers and "shoulder buddies", who are students at a more proficient linguistic level who can help ELLs during groupwork. Teachers also conference with ELLs regularly to check for understanding. At MS 343 we have a

small number of SWDs who are also ELLs. We have no current data to inform our plans for the 2015-2016 AY. However, steps are always taken to ensure both academic and social success. SWDs who are also ELLs will be assigned an advisor to check in with them on academic success, attendance and to give them an academic planner to record assignments and to help with organization skills. The parent coordinator, Ms. Cunningham would meet with the parents of this subgroup of students on a monthly basis to check on progress reports, report cards and attendance. An advisory group would be created with these students which would serve as a support group with an ESL teacher facilitating. This group of students is also invited to attend our extensive after school program. This class after school is taught by a certified ESL teacher and uses NYSESLAT prep materials to support all 4 language modalities. ELLs with special needs are accommodated in accordance with their IEP. Some of the ways in which we support ELLs at MS 343 is through the extensive use of technology. Our ESL teacher has her own set of 30 laptops kept in a cart in her room. The students have ready access to the technology to use purchased programs like iReady and My On and also to use online dictionary sources and other tools. If ELLs require additional support, the ESL instructional team is consulted.

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?

At MS 343 we have 25 ELLs on register to date. After we reviewed the ELL student data available - NYSELA and NYSESLAT modality data, the ESL instructional team identified patterns and trends. All ELLs receive ESL/ELA from our certified teacher according to CR-Part 154 minutes. The students receive free standing ESL/ELA instruction. The program at MS 343 is block scheduling so all ELLs receive blocks of their instruction as a whole class. They travel to ESL/ELA as a group and are grouped for other subjects according to strengths and areas of focus/testing data. Block scheduling allows for longer instructional periods (typically 65-75 minutes each) and allows for the ESL teacher to see larger groups of ELLs in a contained setting daily. This ensures that all ELLs receive more than their mandated number of minutes as per CR Part 154. In addition, the block scheduling allows for SWDs to be in mixed settings for art, gym, music and dance as well as for Targeted Instruction classes which all students take 4 times a week. These classes include Regents preparation, Specialized High School Prep, Technology/computers and other courses specifically designed to meet students' needs. Groups are heterogeneous and allow for SWDs to take classes with students who are not typically in 12:1 settings expanding their exposure to non SWDs. In addition, all after school programs including clubs, academics, trips and sports (extracurricular) are mixed groups and are open to ALL students at MS 343. In some instances, SWDs who are performing at a higher level than their 12:1 peers take classes with the ICT team. This has been done several times with 12:1 students with much success. Students at 343 take classes they need and classes that match their performance levels and help support their goals. If those classes happen to be ICT, then parents are called for a conversation about the possibility of transitioning their child and once permission is granted, students are immediately transitioned into these classes with additional support provided by guidance and service providers when necessary.

Chart

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

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

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

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



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

Chart

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

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

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

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

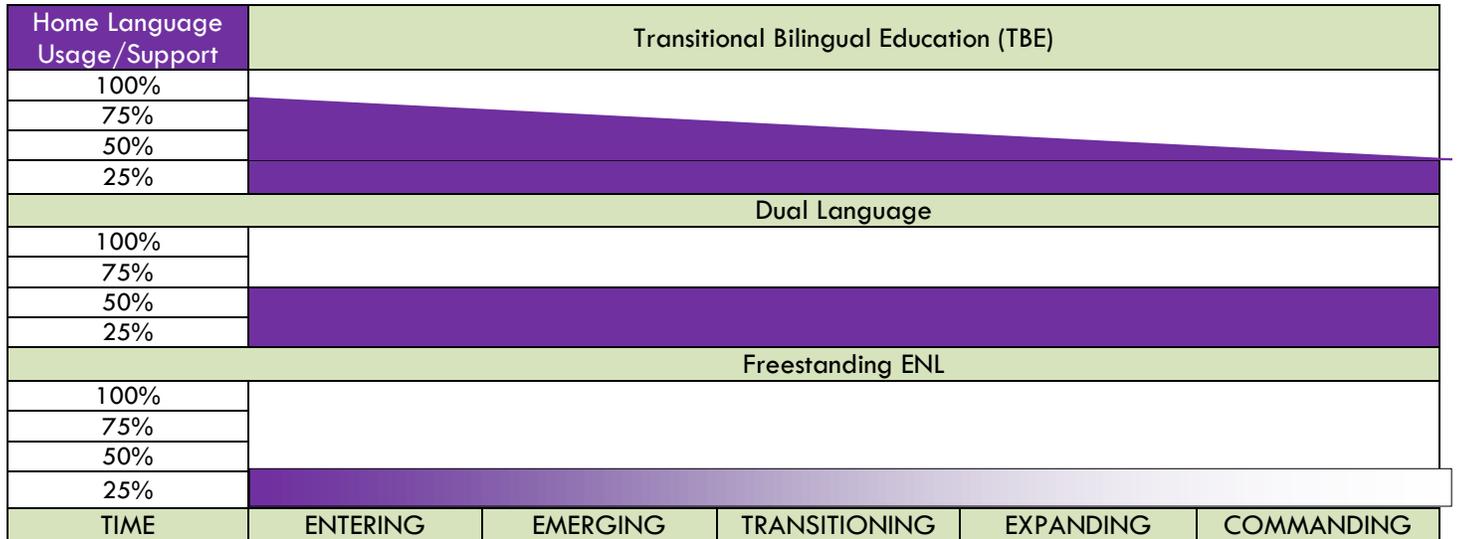


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. For school year 2015-2016 M. S. 343 will continue to utilize block programming. This means that students will be scheduled in sections of English Language Arts, English as a Second Language, Mathematics, Small Group Reading and Targeted Instruction classes based on their strengths, needs and areas of focus evidenced in the Spring, 2015 NYSESLAT report and the 2015 ELA data (not yet been received).

ESL students will be serviced by a certified ESL teacher during the humanities blocks as well as during Small Group Reading periods, advisory, extended day and after school programs. All instructional components will be taught in the English language. In an effort to develop the language skills and fluency of our ELL population at M. S. 343, we will use the Workshop model which follows all Balanced Literacy components, (researched-based), such as the Read Aloud, Shared Reading/Writing, Independent Reading/Writing and Guided Reading/Writing. In addition to the Workshop Model, we incorporate audio/visuals, listening centers, multi-level classroom libraries, process charts, graphic organizers, technology, and manipulatives.

ELLs who have reached proficiency on the NYSESLAT will continue to receive ELA instruction or additional AIS services from a certified ESL teacher for 2 years.

Some curriculum adjustments have been made to the ESL curricula, including, but not limited to the infusion of the Expeditionary Curriculum, Undersanding By Design lesson plan format with Essential Questions, and class novels that align with our curriculum topics to promote literacy skills in our ELLs.

The instructional and administrative team(s) have decided to continue with our existing programs such as iReady, Expeditionary Learning, CMP3 math curriculum, and others, while adding new, high interest novels at a variety of reading levels, My On reading program and an MSQI literacy diagnostic, the DRP, and a support coach to support teachers. Teaching strategies that will be used to meet the different needs of our ELL students are: modeling, total physical response, repetition, hands-on instruction, small group instruction, individualized instruction and pair-share activities. Our English Language Learners will be encouraged to participate in the Test prep classes and the after school small group instruction with a focus on differentiating instruction. NLA support is provided through the use of illustrated glossaries (Eng to Span), NYS sanctioned word to word glossaries (Spanish, French, Arabic and others), online translation programs via laptops, and baskets of native language books in classrooms.

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

Historically our ELL population progresses on all state tests, including the state ELA, science and math exams. ELL students at our school also progress in their classrooms and on report cards which further informs us on the effectiveness of our program. No changes are scheduled to be made given the effectiveness of what we have in place.

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

For AY 2015-2016 the school has purchased "My On", an online reading program which enables students to take an interest survey to determine genre interests and reading ability. Students then have access to an archive of thousands of books which enables them to read at their own level, at home or in school during the school's silent reading period (4x a week for 35 minutes). In addition, MS 343 is now an MSQI school which allows us the opportunity to utilize a literacy "coach" to help support teachers' understanding and application of reading strategies to help lower performing students reach proficiency in reading and language development.

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

According to our most recent 2015 ELL data, the majority of our ELLs improved at least 1 level on the NYSESLAT exam. Our returning ELLs therefore require fewer "minutes" of instruction as per CR Part 154. The program however, remains the same, with ELLs receiving a full program of ESL/ELA from our ESL certified teacher. In addition, ELLs receive reading support from our ESL certified teacher during our 100 Book Challenge/ Small Group Reading period which meets 4X a week with the ESL teacher. This instructional period is solely focused on reading strategies, conferencing and assigning "Power Goals" for the students to work on to promote vocabulary and language acquisition as well as reading fluency.

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

All services, extra curricular, after school academic and sports and clubs programs are offered to ELLs. All exposure trips such as numerous Broadway plays, trips to East Coast cities like Philadelphia and Washington, D.C., and other incentive trips are all offered to ELLs. Informational brochures are created for ELL students to use to better understand the context of the play (for instance - Elizabethan language explained for ELLs seeing Romeo and Juliet, historical context broken down for ELLs seeing Les Miserables, etc.) In addition, Saturday school is offered to ELLs, and ELL students are specifically invited to these enrichment academies as well as to dance, art and music clubs and sports teams to support their language and skills development.

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.

My On online reading program, Lightsail online reading program, Rosetta Stone language program, laptop computers, high interest/various leveled texts, Expeditionary Learning Curriculum, Workshop model, Smart Boards and document cameras in each

room, iPads in each department, iReady program, Achieve 3000 reading program, etc.

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

ELLs are encouraged to use the NLA classroom libraries in each literacy classroom, as well as participate in the cultural trips offered to bilingual students. Cultural and enrichment trips are offered to ELLs with bilingual chaperones to support understanding and to enrich their experiences. Parent workshops and parent PD is also offered regularly on Saturdays - students are invited to participate along with their parents and families. Some of the topics include technology PD, crafts, card making, resume writing, yoga and zumba, museum trips and other culturally significant events.

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

All required services are aligned to ELL students grade levels, proficiency levels and instructional levels. We have 1 certified ESL teacher who collaborates with the literacy/humanities department and serves as their lead. She is able to meet the needs of ELLs as they acquire English throughout the year. Continuous review of data allows for flexibility with scheduling as students master different skills and become increasingly proficient in NYSESLAT modalities.

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).

Newly enrolled ELLs are encouraged attend the MS 343 annual open house each August with their families. During this comprehensive open house (all info delivered in English and Spanish with simultaneous interpretation), information is disseminated on our school-based clinic, after school program and weekend opportunities for students and families. All administrative and teaching staff attend these orientations as well as the Back to School dinner with parents, the MS 343 open houses and others. ELL and newcomer students are strongly encouraged to join the MS 343 after school program which facilitates numerous cultural and historical trips for the students on breaks, weekends and around the holidays such as museums, shows and plays. The after school component includes a rigorous academic component 2 days a week and an enrichment club program 2 days a week. Students are encouraged to choose their own club, including yearbook committee, dance, art, music, robotics/web design, online math games, creative writing, and media studies. Our PC, administration, Dean, math department, guidance counselor, ELA department, and others support the after school program by facilitating clubs and helping to supervise trips, snack time and game/club time.

19. What language electives are offered to ELLs?

Our school has had a long standing subscription to Rosetta Stone, an online language learning program which offers language acquisition programs at every level. The program monitors students' progress and provides data. There are over 30 languages offered through this program. In addition, the PC facilitates the parents' use of Rosetta Stone to better their English skills and supports ELL students' use of the program during after school and during free periods such as lunch/recess if the students so choose.

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)?

Paste response to question here:

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.)

The ESL certified teacher and our ESL certified assistant principal meet twice a week to discuss ELL instructional strategies, ELL data and their implications on instruction and testing and any additional programs, resources or materials that may be needed to fully support our ELLs. Our ELL teacher also attends out of school PD when applicable and is part of the team of teachers in the "Demonstration Teacher" program which provides talent coaching and feedback sessions as part of this NYCDOE program. In addition, numerous PD sessions are facilitated for all teachers of ELLs, along with the ESL teacher. These topics include an introduction to the data review process for ELLs, looking at ELLs' strengths and areas of focus within the 4 modalities of the NYSESLAT, grouping ELLs both heterogeneously and homogeneously depending on the task, differentiating learning outcomes based on English language proficiency, reading non-fiction in the content areas, reading strategies for ELLs navigating content specific texts in content areas, the importance of interactive word walls in all subjects for ELLs, vocabulary acquisition and its importance for ELLs, and others. The dates of our PD sessions are:

The full week of September 28th -October 2nd from 2:45-5:00 pm
Chancellor's PD Day, November 3rd 8:25am-2:45pm
The full week of November 30th-December 4th from 2:45-5:00 pm
The full week of February 8th -February 12th from 2:45-5:00 pm
The full week of May 31st -June 3rd from 2:45-5:00 pm
and others as the year progresses.
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?

All pedagogical staff who instruct ELLs receive professional development in teaching writing. MS 343 has summer workshops, curriculum planning workshops, professional development workshops both in-house and outside of school to enhance teachers' abilities to differentiate their instruction based on students' NYSESLAT areas of strength and focus, as well as differentiate student outcomes. ELL teachers have also received professional support in technology, including the Smart Board to enhance ELLs' visual learning experiences, using video and audio books to support ELLs listening skill, as well as in technology based programs that are available at MS 343, such as MyOn, Lightsail, Achieve 3000, iReady, etc. All teachers and support personnel receive the aforementioned spreadsheet of all ELLs strengths, primary and secondary areas of focus and bank of instructional strategies. The aforementioned topics are available to all teachers of ELLs throughout the school year as well (topics listed explicitly in #1).
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Numerous ELL parent workshops are held both after school/evening and Saturday hours are afforded to families of ELLs to help with high school application process. The bilingual PC and bilingual guidance counselor facilitate these meetings with parents and also provide translated information in various languages (should there be a case of a low-incidence language, the DOE's translation & Interpretation services would be accessed). Trips to visit high schools are coordinated by the school as well for our ELLs. Groups of students are chaperoned to visit schools, take specialized HS exams when applicable and are informed about the numerous parent opportunities the NYCDOE has to offer parents of ELLs, publicized in the monthly NYC and NYS online bulletins disseminated by the DOE sent to the ESL certified AP who disseminates the information to the school's PC and to parents and families. Our bilingual guidance counselor also holds individual one on one meetings with each ELL to review the HS book and help with the application process. This is in addition to the class-wide information sessions that are facilitated by the ELLs' advisors during weekly advisory sessions.
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.

All pedagogical staff who instruct ELLs receive professional development in teaching writing facilitated by the ESL certified AP, a network liaison or other certified pedagogue. MS 343 also has summer workshops, curriculum planning workshops, professional development workshops both in-house and outside of school to enhance teachers' abilities to differentiate their instruction based on students' NYSESLAT areas of strength and focus, as well as differentiate student outcomes. ELL teachers have also received professional support in technology, including the Smart Board to enhance ELLs' visual learning experiences, using video and audio books to support ELLs listening skill, as well as in technology based programs that are available at MS 343, such as MyOn, Lightsail, Achieve 3000, iReady, etc. All teachers and support personnel receive the aforementioned spreadsheet of all ELLs strengths, primary and secondary areas of focus and bank of instructional strategies. All meetings/PD sessions have agendas and sign-in sheets which are kept by the PA. Agendas are housed on Google Docs and are available for all staff to view and to use as resources. The aforementioned topics are available to all teachers of ELLs throughout the school year as well (topics listed explicitly in #1).

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?

Our bilingual PC coordinates and schedules these meetings with parents. She sends out formal invitations, utilizes the school's phone messenger system and send reminder notices with students. Parents meet with the ESL teacher, ESL certified AP and bilingual PC to discuss their student's progress in the 4 NYSESLAT modalities, progress meeting the goals they set for themselves in September with their ESL teacher, work habits, attendance issues if applicable, portfolio progress and modified tasks if applicable, etc. In the case of parents who speak low-incidence languages, we first look to staff to see if there is someone available who is proficient in the language. If there is not a staff member available, there is often times another family member available who is bilingual. Interpretation services are also available through the DOE's translation and interpretation unit and are sought. These meetings are monthly and meet sometimes in the mornings, after school or on Saturdays to accommodate parents' schedules.

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.

Agendas, sign in sheets and other artifacts are kept by the school's PC. She also keeps a detailed phone log digitally.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Many of our ELLs' parents serve on the school's SLT, PTA and other school committees. They also volunteer to attend school functions such as quarterly dances, attend the PC's monthly workshops (also mentioned above in #1) and weekly exercise classes and go to the trips she coordinates to museums and community events.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school partners with ASPIRA which also offers workshops and opportunities for parents in both English and Spanish. Our bilingual PC facilitates these meetings along with staff from ASPIRA. In the case of parents who speak low-incidence languages, we first look to staff to see if there is someone available who is proficient in the language. If there is not a staff member available, there is often times another family member available who is bilingual. Interpretation services are also available through the DOE's translation and interpretation unit and are sought. These meetings are monthly and meet sometimes in the mornings, after school or on Saturdays to accommodate parents' schedules.

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

Parents are administered a language preference survey (not the HLIS) which asks them in what language do they want to receive information from the school in, what types of workshops are they looking to attend and what ideas or suggestions do they have to help make our school even better. The survey data are examined by the PC for patterns and trends and for any low-incidence languages that we may not have planned for in previous years. In the case of parents who speak low-incidence languages, we first look to staff to see if there is someone available who is proficient in the language. If there is not a staff member available, there is often times another family member available who is bilingual. Interpretation services are also available through the DOE's translation and interpretation unit and are sought. Part of the survey includes parents' availability. In response to the parents' scheduling needs, parent meetings are held monthly and meet sometimes in the mornings, after school or on Saturdays to accommodate parents' schedules.

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

Given that the activities are based off of a survey administered first at the August open house and then to the few parents who did not attend in the early fall, the activities fit the needs of all parents who participate. As previously mentioned, the survey asks what types of workshops, trips or assistance sessions they are looking to attend and what ideas or suggestions do they have to help make our school even better. In addition the survey asks what language is their preferred to receive information from the school, when they are available to come in to attend workshops, etc. and if there are additional services they would like access to, such as immigration counseling, resume writing, computer literacy support, etc. The survey data are examined by the PC and monthly event calendars are set up with the help of the administration. In the case of parents who speak low-incidence languages, we first look to staff to see if there is someone available who is proficient in the language. If there is not a staff member available, there is often times another family member available who is bilingual. Interpretation services are also available through the DOE's translation and interpretation unit and are sought. These meetings are monthly and meet sometimes in the mornings, after school or on Saturdays to accommodate parents' schedules.

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.

Classroom libraries consist of ESL, "Reluctant Readers", and multi-cultural book sets. Additionally, ESL dictionaries are available in all classrooms. Word-to-word translation glossaries have been downloaded from the New York State ELL website for each content area subject and have been made available to students who speak languages other than English. All classrooms and departments are supported with technology such as Smart boards, computers, document cameras, laptop carts, iPad carts and overhead projectors. Each classroom also has NLA sets of books for ELLs. Online classroom libraries are available through My On. Rosetta Stone, iReady and Achieve 3000 are also available to ELLs both from home and in school.

School Name: **MS 343**

School DBN: **07X343**

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)
Vincent Gassetto	Principal		9/8/15
Deirdre Callahan	Assistant Principal		9/8/15
Angela Cunningham	Parent Coordinator		9/8/15
Althea Fuller	ENL/Bilingual Teacher		9/8/15
	Parent		6/26/15
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Marisol Palau	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **07X343** School Name: **MS 343/Academy of Applied Mathematics**
Superintendent: **Ms. E. Alvarez**

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.

Our school's methodologies used to assess language preferences of our parent community were designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Some of the data used to ascertain the language needs of parents include examination of home language surveys (completed upon entry into a DOE school), additional survey conducted by the bilingual parent coordinator to assess what languages parents prefer to receive information in from the school, blue card information, ATS reports and others. These data are collected numerous times throughout the year and are kept with the Parent Coordinator and in our school's main office with the pupil accounting secretary. Our school community conducts an annual evaluation of the content and effectiveness of our parent outreach and policies we have put into place regarding parental involvement to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms is 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 methodologies to assess language preferences, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted as was the parent coordinator who has her finger on the pulse of our parent and guardian community at MS 343. Our PC surveyed our members for additional input. An annual survey is administered to gather data on parent languages of choice and all of our documents, including our online Jupiter Grades system, automatic phone messenger system and mailings are programmed to disseminate information in the parent's language of choice.

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.

The overwhelming majority of our parents who speak a language other than English, speak Spanish. We have very few Arabic and/or French speaking parents, depending on which countries or regions in Africa they are from. We do not currently have any ELLs or parents and families who represent any other low incident languages.

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.)

100% of information sent home to families, either in paper or digital form is done so in at least Spanish and English, with additional information and mailings sent to specific families in French and/or Arabic when applicable.

All of our documents, including but not limited to: student program information, orientation information for parents, lunch information and emergency blue cards, (SEPTEMBER) all monthly calendars, parent workshop offerings, PTA and SLT meeting times and announcements (THROUGHOUT THE YEAR), Saturday and Writer's Workshop Bootcamp permission slips (WHEN APPLICABLE), teachers' letters home introducing their classes and rules, school supply lists (SEPT) and school holiday and closure information are all sent home in at least 2 languages. Additionally, our online Jupiter Grades system, automatic phone messenger system and automatic mailings are programmed to disseminate information in the parent's language of choice as well as in English.

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.

Every August our school hosts a back to school orientation for all new 6th grade students and any incoming 7th or 8th graders and their families. Every Fall in mid-September our school conducts "Meet and Greet" parent-staff back to school dinner held at MS 343. This dinner is open to all families and usually draws about 200 plus participants plus our own school staff for a sit down dinner. There are approximately 2 open houses in October that the school facilitates for parents of prospective or registered students to attend as well as over a dozen organized parent workshops which include some facilitated by teachers and school-based staff on Saturdays throughout the year, with a

heavy emphasis on Saturdays in February-April during "test prep" season. MS 343 also hosts 4 parent-teacher nights throughout the course of the year (NYCDOE calendar) and offers an "Open Door Policy" which invites parents to visit classrooms and sit in on classes by appointment.

Should a parent require an interpreter for a language other than Spanish or French (staff speak these languages), we would contact the DOE's language translation and interpretation unit at least 2 weeks ahead of time to ensure support for that family.

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.

Since MS 343 provides 100% of information sent home to families, either in paper or digital form in at least Spanish and English, with additional information and mailings sent to specific families in French and/or Arabic when applicable, a collection of translation and interpretation services are utilized. We are fortunate enough to have a bilingual PC, a trilingual Dean and numerous bilingual school aids, para professionals, secretaries and teachers. We have 2 staff members fluent in French which provides for translation and interpretation for the African/French speaking families.

All of our documents, including but not limited to: student program information, orientation information for parents, lunch information and emergency blue cards, all monthly calendars, parent workshop offerings, PTA and SLT meeting times and announcements, Saturday and Writer's Workshop Bootcamp permission slips, teachers' letters home introducing their classes and rules, school supply lists and school holiday and closure information are all sent home in at least 2 languages. Additionally, our online Jupiter Grades system, automatic phone messenger system and automatic mailings are programmed to disseminate information in the parent's language of choice.

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.

At MS 343 we are fortunate enough to have many of our staff members fluent in 2 languages (the majority being Spanish and English, with additional staff fluent in French and English) We are also fortunate enough to have a bilingual PC, a bilingual family outreach worker, a trilingual Dean and numerous bilingual school aids, para professionals, secretaries and teachers.

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.)

Our PC provides information to all staff on how to disseminate information to parents in multiple languages and helps provide interpretation services when required. If the school is conducting a parent-teacher conference or workshop for instance, and on the spot interpretation is needed, one of many bilingual and trilingual staff are on hand to do so in a timely and sensitive manner. At our September back to school all-staff meeting, information on translation and interpretation is also disseminated to all staff along with the ELL strengths and weaknesses chart with NYSESLAT data. All staff are given the "I speak" card with phone translation and interpretation information at this meeting as well.

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

All parent information, such as a Parents' Bill of Rights, Parents' Guide to Language Access and ID Guide are provided in all languages disseminated by the NYCDOE. Our PC keeps all documents related to parents and her office is housed beside the SSA front desk in case of an on-demand situation that may arise.

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)

Our PC conducts surveys throughout the year to gauge parents' feedback and happiness with the school's programs and the way things are going school-wide. She gathers this information and shares it with administration which in turn makes instructional and programmatic decisions and turns the information to staff. Additionally, we have a very active school leadership team and PTA which informs our school's administration of any suggestions or issues that may come up throughout the course of the year.