



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** MIDDLE SCHOOL 390

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 10X 390

**PRINCIPAL:** ROBERT W. MERCEDES **EMAIL:** [RMERCED@SCHOOLS.NYC.GOV](mailto:RMERCED@SCHOOLS.NYC.GOV)

**SUPERINTENDENT:**

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Robert Mercedes	*Principal or Designee	
Julio Marte	*UFT Chapter Leader or Designee	
Nicole Nixon/ Olga Torres	*PA/PTA President or Designated Co-President	
Leslie Rosario	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Jazmin Washington	CBO Representative, if applicable	
Fanny Martinez	Member/	
Leiby Martinez	Member/	
Esperanza Rios	Member/	
Teresa Rodriguez	Member/	
Evelyn Torres	Member/	
Guillermina Ceballos	Member/	
Virginia Pou	Member/	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

- **By June 30, 2013, the school will move 80 students with ELA scale scores 650 - 655 to a minimum scale score of 665 through targeted instruction.**

### **Comprehensive needs assessment**

There was a significant gain in ELA with our lowest third population. However, when looking at the overall student population, the school was at nearly 40 percent in comparison to its peer schools. As far as the student performance category, Middle School 390's state test results indicated that nearly 21 percent of the students reached or exceeded proficiency levels in ELA. Based on this data, 175 students who were close to meeting proficiency levels in ELA Standards 2 and 3 will be provided with instruction in specific performance indicators.

### **Instructional strategies/activities**

- a) Teachers will employ the following research-based instructional strategies and activities to achieve this goal:
  - 1. General Education
    - a. Differentiated instruction based on data, small grouping, ELA strategies, Academic Intervention Services, Project-based Learning, use of research based program for language development (Wilson, Wilson Just Words, Achieve 3000, Access Code) and writing skills (Writing Matters), Trans-linguaging, reciprocal reading and interactive reading
  - 2. English Language Learners
    - b. Differentiated instruction based on data, small grouping, Quality Teaching for English Learners (Q-TEL) strategies, ELA strategies, Academic Intervention Services, Project-based Learning, use of research based program for language development (Wilson, Wilson Just Words, Achieve 3000, Access Code) and writing skills (Writing Matters), Trans-linguaging, reciprocal reading and interactive reading
  - 3. Special Education
    - c. a. Differentiated instruction based on data, small grouping, ELA strategies, Academic Intervention Services, Project-based Learning, use of research based program for language development (Wilson, Wilson Just Words, Achieve 3000, Access Code) and writing skills (Writing Matters), Trans-linguaging, reciprocal reading and interactive reading
- b) Content-area, Special Education and Bilingual teachers, Instructional Leads, Guidance Counselors, and Social Worker
- c) Teachers will meet during Faculty conferences, collaborative planning weekly sessions, and grade meetings, curriculum development meetings to discuss and plan targeted instruction to support students' needs.

d) August 2012 through June 2013

**Strategies to increase parental involvement**

A series of specific parent workshops will be established to develop a strong partnership with parents to provide their children with the support needed at home. We will introduce a new topic every month.

The trainings will be scheduled as follow:

December – Introduction of goal number one to parents, overview of future trainings and schedule dates and time.

January – Introduction to online tools such as ARIS parent Link and Acuity, and Engrade. An ongoing technology class will provide parents with the opportunity to acquirer computer skills.

February – Parents will receive training on how to understand the state test, ways parents can help at home and reports of student’s progress.

March – Reading levels. Organize a book fair at the school with the help of Scholastic Book Company to promote reading and recommend specific books tittles that would increase reading levels.

April – Days before the test. Training will include guideline on how to mentally and physically prepare the student at home to reduce test anxiety and develop a stress free state on mind.

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**Budget and resources alignment**

• Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax \_\_\_\_\_ Title \_\_\_\_\_ Title \_\_\_\_\_ Title  
\_\_\_\_\_ Levy \_\_\_\_\_ Title I \_\_\_\_\_ IIA \_\_\_\_\_ III \_\_\_\_\_ Grants \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

We are committed in supporting our students’ academic success through individual academic planning.

**Individual Planning**

- Assisting students in monitoring and understanding their own academic progress, through students, parent conferencing and teacher collaboration to ensure academic success. Students are trained to monitor, track and self-assess their own academic progress utilizing our online grading system, Engrade, progress reports, reports cards and attendance records. Students are provided with academic counseling and advising through targeted interventions.

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## **ANNUAL GOAL #2 AND ACTION PLAN**

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

### **Annual Goal #2**

**By June 30, 2013, one hundred percent of the school's faculty will utilize online data such as ELA/Math Item Analysis, NYSESLAT results, ARIS, ENGRADE and Acuity to drive their instructional practices.**

### **Comprehensive needs assessment**

When looking at the overall student population, the school was at nearly 40 percent in comparison to its peer schools. As far as the student performance category, Middle School 390's state test results indicated that nearly 21 percent of the students reached or exceeded proficiency levels in ELA and Math.

In order to inform decision making through the school, a wide range of data will be used. Teachers will continue their training on data analysis and planning using data to improve instructional practices.

### **Instructional strategies/activities**

Teachers will demonstrate proficiency in data analysis and implementation.

- a) Teachers will use online data from external sources such as Acuity, ARIS, and NYSTART to gather information from standardized assessments. Data is also obtained from research based programs used in school (Achieve 3000, Access Code, Wilson). Continuous progress is measured by tracking students' performance in all core subject areas (Engrade). Data is compiled and analyzed to differentiate instruction and make flexible groups and RTI.
- b) Administration, Instructional Specialists, all subject area teachers, Para-professionals, and Support staff  
Resources: online data banks, computer labs
- c) In-house and off-site professional development will be provided to ensure teachers understand and interpret data, and use of data to drive instruction.
- d) September 2012-June 2013

### **Strategies to increase parental involvement**

The school will provide parents with workshops aimed at the use of online data programs such as ARIS and Acuity. These workshops will offer at a flexible time to ensure the participation of 85% of the parents.

In addition, MS390 created a partnership with The Office of Continuing Education for Adults which will provide parents with ESL classes. Also, an

ongoing technology class will be introduced to reduce the technology gap between the parents and students. The parent coordinator will provide extra support to parents by providing with accounts passwords, resets, general questions and answers.

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**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax \_\_\_\_\_ Title I \_\_\_\_\_ Title IIA \_\_\_\_\_ Title III \_\_\_\_\_ Grants \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

**Individual Planning**

- Assisting students in monitoring and understanding their own academic progress, through students, parent conferencing and teacher collaboration to ensure academic success. Students are trained to monitor, track and self-assess their own academic progress utilizing our online grading system, Engrade, progress reports, reports cards and attendance records. Students are provided with academic counseling and advising through targeted interventions.

**. Teacher Collaboration and Support**

- Student Support Service Staff provides to teachers with ongoing support to address students' academic needs through classroom presentations, small group academic advisement, student /teacher conferencing, parent/ guidance conferencing; and targeted interventions to address identified needs.
- Student Support Service Staff in collaboration with teachers interprets and disseminates data to students and parents.

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

#### **Annual Goal #3**

- **By August 30, 2013, the school will reduce the number of students scoring in the lowest third from 75 to 50 through varied instructional strategies.**

#### **Comprehensive needs assessment**

- For two consecutive years, Middle School 390's Annual School Report Card identified trends in student performance. Limited English Proficient and Students with Disabilities subgroups did not meet Adequate Yearly Progress (AYP).
- The school's accountability and overview report for 2011 – 2012, indicated that the following subgroups did not meet AYP in their respective areas: Limited English Proficient and Economically Disadvantaged (ELA) and Students with Disabilities (ELA and Math).

#### **Instructional strategies/activities**

- a) Teachers will employ the following research-based instructional strategies and activities to achieve this goal:
  1. English Language Learners
    - a. Differentiated instruction based on data, small grouping, Quality Teaching for English Learners (Q-TEL) strategies, ELA strategies, Academic Intervention Services, research based program for language and vocabulary development (Achieve 3000, Access Code) and writing skills (Writing Matters), Trans-languaging, reciprocal reading and interactive reading, tiered activities, leveled libraries.
  2. Special Education
    - a. Differentiated instruction based on data, small grouping, ELA strategies, Academic Intervention Services, use of research based program for language development (Wilson, Wilson Just Words, Achieve 3000, Access Code) and writing skills (Writing Matters), reciprocal reading and interactive reading, tiered activities, leveled libraries
- e) Content-area, Special Education and Bilingual teachers, Instructional Leads, Para-professionals, Guidance Counselors, and Social Worker
- f) Teachers will meet during Faculty conferences, collaborative planning weekly sessions, grade meetings, and curriculum development meetings to discuss and plan targeted instruction to support students' needs.
- g) August 2012 through June 2013

**Strategies to increase parental involvement**

The Parent Coordinator will support teachers forming a strong partnership to provide families with a consistent form of support.

The following strategies will be implemented:

- Parent coordinator will support the inquiry team by contacting individual parents for additional support.
- Encouraging parents to pick up homework for the days the student was absent.
- Adding an Attendance tab on Engrade.com to give up to date information to parents and students, available 24/7.
- Increasing the Email contact list to maximize parental communication.
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**Budget and resources alignment**

• Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax		Title		Title			
_____ Levy		_____ Title I		_____ IIA		_____ III	_____ Grants _____ Other

If other is selected describe here:

**Service and program coordination****Individual Planning**

- Assisting students in monitoring and understanding their own academic progress, through students, parent conferencing and teacher collaboration to ensure academic success. Students are trained to monitor, track and self-assess their own academic progress utilizing our online grading system, Engrade, progress reports, reports cards and attendance records. Students are provided with academic counseling and advising through targeted interventions.

**Teacher Collaboration and Support**

- Student Support Service Staff provides to teachers with ongoing support to address students’ academic needs through classroom presentations, small group academic advisement, student /teacher conferencing, parent/ guidance conferencing; and targeted interventions to address identified needs.
- Student Support Service Staff in collaboration with teachers interprets and disseminates data to students and parents.

**ANNUAL GOAL #4 AND ACTION PLAN**

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

**Annual Goal #4**

**By June 30, 2013, one hundred percent of the school's faculty will increase participation in professional development focusing on the Common Core standards by attending at least five in-house and off-site sessions throughout the academic year.**

**Comprehensive needs assessment**

Based on teachers' needs and feedback and to ensure that the entire school community is engaged in the Citywide Instructional Expectations and the implementation of the Common Core standards, we will increase participation in professional development throughout the academic year.

**Instructional strategies/activities**

- a. We will maximize opportunities for teachers to learn and grow in their practice by providing in-house and off-site professional development, turn-key information from off-site professional development, support professional and personal goals,
- b. Content-area, Special Education and Bilingual teachers, Instructional Leads, Para-professionals, Guidance Counselors, and Social Worker
- c. Teachers will collaborate during Faculty conferences, planning sessions, grade meetings to deepen their understanding of the instructional shifts required to meet the Common Core.
- d. August 2012-June 2013

**Strategies to increase parental involvement**

Teachers will utilize the information received at professional developments to create parent workshops, tailoring the information to the needs of the community.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax \_\_\_\_\_ Title I \_\_\_\_\_ Title II \_\_\_\_\_ Title III \_\_\_\_\_ Grants \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

Student Support Services Staff collaborates with parent coordinator and administration to engage and motivate parents to become active participants in their children education. Parents are encouraged to advocate on behalf and support their children educational experience. We provide conferencing, workshops and all academic and/or socio emotional developmental activities that lead to the empowerment and success of their children education. .

**ANNUAL GOAL #5 AND ACTION PLAN**

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

**Annual Goal #5**  
**By June 30, 2013, the school will provide parents with more opportunities for involvement by increasing the number of parental activities from two to four per month.**

**Comprehensive needs assessment**

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

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - a) key personnel and other resources used to implement these strategies/activities,
  - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - c) timeline for implementation.

**Strategies to increase parental involvement**  
The creation of ongoing activities will help to increase parent participation. Activities such as the technology class every Mondays/Fridays and the Yoga class every other Tuesday will create a better parent friendly.

The parent coordinator will use available data to outreach to parents and promote all the activities scheduled. Data such as phone numbers and Emails will be updated regularly. The use The School Messenger Phone System will provide instant access to parents by contacting them through phone and Email within minutes.

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**Budget and resources alignment**

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
\_\_\_\_\_ Tax \_\_\_\_\_ Title I \_\_\_\_\_ Title II \_\_\_\_\_ Title III \_\_\_\_\_ Grants \_\_\_\_\_ Other

If other is selected describe here:

## **Service and program coordination**

We are committed in supporting our students' social emotional development by implementing :

Ongoing classroom presentations on bullying prevention utilizing the Respect for All Curriculum

School wide implementation of Second Step Curriculum (Social Emotional Learning) and a series of interventions as follow:

- Holding a Respect for all school wide campaign week Feb. 11- 15, 2013  
Students are provided with ongoing information via individual sessions, small groups, and classroom presentations about healthy life style Through:
- Health Educator/ Morris Heights- Class presentations- Nutrition, puberty,
- Individual and group counseling on Nutrition and obesity, Asthma prevention, Tobacco and Drugs Prevention
- Healthy Relationships and Decision Making
- Health Educators/St. Barnabas Hospital- Class presentations
- Sex Education STDs and HIV ( Making Proud Choices Curriculum)
- Individual Consultation and referral as needed
- Direct and referral for needed services (medical)
- Students who reside in transitional housing are provided with the following Title One services:
- Access to the breakfast program, free lunch, transportation in form of a metro card, Students have access to all academic and recreational support programs, in addition to individual support for linkage to community base services.
- Addressing the immediate concerns of students.
- Referral to the Family Resource Center: FRC provides parents and students with the opportunity to obtain information and services to address multiple psychosocial stressors/ day to day challenges

At the Family Resource Center we offer: Coordination of services; Individual, Family and group counseling; Advocacy and referral for entitlements

Immigration information; Parenting Skills training- In House; Mental Health consultation and referral; Educational Support Groups/ Study Skills

Family and Youth Services; Nutrition information and Workshops; Adolescent Development Workshops. In addition to provide crisis intervention and assessments, peer mediation and conflict resolution. Teacher's consultation and support as well as providing professional development for teachers/staff.

### **Individual Planning**

- Assisting students in monitoring and understanding their own development in the educational, career, and personal-social arenas.

### **Guidance Curriculum**

- Addressing Students Academic, Career and Socio-emotional Development though guided activities

- Providing contact in a proactive manner, High School Articulation and Readiness. Career Exploration. Middle School Transition.
- Academic Advising and Planning in addition to targeted interventions

**ANNUAL GOAL #6 AND ACTION PLAN**

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

**Annual Goal # 6**

At least 80% of students who scored between 639 and 673 on the Spring 2012 NYS Mathematics Test will have a minimum scale score of 670 on the Spring 2013 test.

**Comprehensive needs assessment**

Students persistently show weakness in algebra and problem solving skills.

**Instructional strategies/activities**

To increase the school’s NYS Mathematics Test passing rate, teachers will concentrate on the Common Core Learning Standards. The Mathematics Instructional Leader will facilitate teachers’ pedagogy, by conducting informational and interactive sessions on the Common Core Learning Standards, their instructional expectations, and implications for implementation.

Teachers will

- a. Work collaboratively to develop and align mathematics units of study prioritizing standards as stipulated by the Common Core Scope and Sequence and Emphases documents.
- b. Incorporate the Common Core Mathematics Practices as a major thrust by frequently assigning word problems and Common Core Mathematics tasks through which students will develop their reasoning ability and demonstrate their conceptual understanding.
- c. Do timely reviews and analyses of indicators of student progress (ARIS, Acuity Baseline and Benchmark, School Baseline and Benchmark, classroom pre and post tests, classroom observations of students’ work and study habits regularly examine student work and set instructional goals
- d. Timeline: August 2012-June 2013

**Strategies to increase parental involvement**

**Budget and resources alignment**

• Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax		Title		Title		
_____ Levy	_____ Title I	_____ IIA	_____ III	_____ Grants	_____ Other	

If other is selected describe here:

### **Service and program coordination**

We are committed in supporting our students' academic success through individual academic planning.

#### **Individual Planning**

- Assisting students in monitoring and understanding their own academic progress, through students, parent conferencing and teacher collaboration to ensure academic success. Students are trained to monitor, track and self-assess their own academic progress utilizing our online grading system, Engrade, progress reports, reports cards and attendance records. Students are provided with academic counseling and advising through targeted interventions.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. 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 Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA  -Wilson/ Just Words - Achieve 3000 -Access Code	<ul style="list-style-type: none"> <li>• Research based programs</li> <li>• decoding, word analysis, comprehension</li> <li>• interactive reading</li> <li>• language development and decoding</li> </ul>	Small group, one to one   Small group   Small group	During the school day/ 5 periods a week   Twice a week   4 times a week
Mathematics  Targeted Math	<ul style="list-style-type: none"> <li>• Research based program</li> <li>• Repetition</li> </ul>	Small group, one to one	Twice a week
Science - Achieve 3000	<ul style="list-style-type: none"> <li>• Research based programs</li> <li>• interactive reading</li> </ul>	Small group	Twice a week
Social Studies			

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	ASCA guidance model incorporating developmental, academics and career readiness activities.	Targeted intervention groups, individual sessions and classroom presentations.	Within school day and after school.
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**HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

A large, empty rectangular box with a thin black border, intended for the user to describe recruitment, retention, assignment, and support strategies for highly qualified teachers.



# MIDDLE SCHOOL 390 CSD10

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Cinnamon Harris, Asst. Principal

Robert W. Mercedes

Principal

Lourdes Prieto-Lopez, Asst. Principal

Guillermina Ceballos, Student Support

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## M.S. 390 PARENTAL INVOLVEMENT POLICY

### PART I - GENERAL EXPECTATIONS

M.S. 390 agrees to implement the following statutory requirements:

- The school will continue to operate programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures are planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will continue to provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This include providing information and school reports required under *Section 111- State Plans* of the ESEA in an understandable and uniform format and including alternative formats upon request, and to the extent practicable, in a language parents understand.
- The school will continue to involve parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will continue to carry out programs, activities and procedures in accordance with this definition of parental involvement:

**Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—**

- that parents play an integral role in assisting their child's learning;

- that parents are encouraged to be actively involved in their child’s education at school;
- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on *advisory* committees to assist in the education of their child;
- the carrying out of other activities, such as those described in Section 1118- Parental Involvement of the ESEA.

**PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

1. **M.S. 390** will continue to take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- *Local Educational Agency Plans* of the ESEA:

***ACTIONS***

2. **M.S. 390** will continue to take the following actions to involve parents in the process of school review and improvement under Section 1116- *Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:

***ACTIONS***

3. **M.S. 390** will continue to coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs: Grade 6- 8 Programs, Title I Programs, Title III programs, Learning Leaders Parent Involvement Programs, Extended Time Programs, Extended Day Programs, Saturday Academy Programs.

***ACTIONS***

4. **M.S. 390** will continue to take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will continue to include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will continue to use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

***ACTIONS***

5. **M.S. 390** will continue to build the parents' capacity for a strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The school will continue to provide assistance to parents in understanding topics listed below:
  - the State’s academic content standards;
  - the State’s student academic achievement standards;
  - the State and local academic assessments including alternate assessments;
  - the requirements of Title I, Part A;

- how to monitor their child’s progress; and
- how to work with educators.

***ACTIONS:***

- The school will continue to provide materials and training to help parents work with their children to improve academic achievement in the areas of literacy training and use of technology by:

***ACTIONS***

- The schools will continue to, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners. We will work to implement and coordinate parent programs and build ties between parents and schools by:
- The school will continue, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Grade 5- 8, Title I Programs, Title III programs, Learning Leaders Parent Involvement Programs, Extended Time Programs, Extended Day Programs, Saturday Academy Programs.

***ACTIONS***

- The school will continue to take the following actions to ensure that information related to the school and parent programs (meetings and other activities) is sent to the parents of Title I participating children in an understandable and uniform format (including alternative formats upon request).

**PART III DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

Other activities may include:

- involving parents in the development of training for teachers, principals, and other educators to improve effectiveness.
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training.
- paying reasonable and necessary expenses associated with parental involvement activities (including transportation and child care costs) to enable parents to participate in school-related meetings and training sessions.
- training parents to recruit additional volunteers and increase community involvement.
- maximizing parental involvement through participation in their children’s education, school meetings, and in-home conferences with teachers or other educators who work directly with participating children (parents who are unable to attend those conferences at school).
- adopting and implementing model approaches to improving parental involvement.
- participating in a District Parent Advisory Council to provide advice on all matters related to parental involvement in Title I, Part A programs.
- developing appropriate roles for community-based organizations and businesses, (including faith-based organizations) in parental involvement activities; and
- providing other reasonable support for parental involvement activities under *Section 1118- Parental Involvement* (as parents may request).

**The School Parental Involvement Policy/School-Parent Compact was developed using collaboration with parents of children participating in Title I, Part A programs as evidenced by**

\_\_\_\_\_.

**This policy was adopted by M.S.390 on 09/13/12 and will be in effect for the period of 6/28/13. The school will distribute this policy to all parents of participating Title I, Part A children on or before 09/20/13.**

\_\_\_\_\_  
*(Signature of Principal)*

\_\_\_\_\_  
*(Date)*



# MIDDLE SCHOOL 390CSD10

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Robert W. Mercedes

Principal

Cinnamon Harris, Asst. Principal

Lourdes Prieto-Lopez, Asst. Principal

Guillermina Ceballos, Student Support

## SCHOOL/PARENT COMPACT

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2012-13

The School Agrees	The Parent / Guardian Agrees
<p>To recruit, support and encourage parents to actively serve on school committees and in planning, reviewing and improving:</p> <ul style="list-style-type: none"> <li>- Title I</li> <li>- School Parent Compact</li> <li>- School Parental Involvement Policy</li> <li>- School Comprehensive Educational Plan</li> </ul>	<p>To support and become involved in school-wide planning and decision making process.</p> <p>To become involved in developing, implementing, evaluating and revising the School Parent Involvement Policy.</p> <p>To participate, when possible, on advisory or decision making committees within the school and/or school district.</p>
<p>To organize an annual meeting for Title I parents, inform them of the Title I program and the right to be involved.</p>	<p>To complete surveys and provide feedback so that Title I Parent Involvement activities meet the needs, concerns and interests of parents.</p>
<p>To inform and actively involve parents regarding school policy, school uniform dress code, discipline code, and safety plan procedures.</p>	<p>To support and become familiarized with school policy, school discipline code, safety plan procedures and school uniform dress code.</p>
<p>To offer flexibility in terms of meeting times, provide childcare for parents involved in school committees who attend school meetings, P.A. meetings and/or workshops, (e.g. School Leadership Team (SLT) meeting, family institutes) - if funds are available.</p>	<p>To participate in informative meetings or request technical assistance training that the local education authority or school offers on child rearing practices as well as teaching and learning strategies.</p>

<p>To provide parents with timely information about school programs, policies, performance profiles, individual student assessments results, including other pertinent individual and school district evaluations on their child learning.</p>	<p>To share the responsibility of improving student achievement.</p> <p>To share with school staff regarding child's growth, academic performance.</p> <p>To become more familiar with school, district and city-wide assessments (e.g. DRA, CTB, ELA, NYSESELAT) plans to prepare his/her child for test experiences.</p>
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<p><b>The School Agrees</b></p>	<p><b>The Parent/Guardian Agrees</b></p>
<p>To provide a nurturing and safe environment and promote high quality curriculum and instruction with an emphasis on professional development.</p>	<p>To make literacy development a family focus and encourage his/her child to write at home for real purposes (e.g. letters to relatives, shopping list, thank you notes, diaries, special occasion invitations)</p> <p>To read at home with each child as part of the daily routine; encourage and supervise his/her magazine and newspaper articles, and utilize local public libraries to expand and enhance children's literacy experiences (e.g. library card, storytelling).</p> <p>To make math development a family focus and increase family awareness of the school mathematics instructional program (e.g. participate in family math workshops, review math homework).</p> <p>To encourage children to use math at home and in daily living to create real math experiences (e.g. playing math games, creating household and shopping budgets, comparative shopping, etc.).</p> <p>To regularly review his/her child's school work at home (e.g. review notebooks, homework, and special projects).</p>

	<p>To be aware of and monitor his/her child's daily school attendance and punctuality.</p>
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	<p>To supervise and monitor his/her child's television watching, video game playing and internet usage.</p>
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<b>The School Agrees</b>	<b>The Parent/Guardian Agrees</b>
<p>To create a school climate in which parents and staff can communicate easily through:</p> <ul style="list-style-type: none"> <li>- Parent-teacher conferences, open house activities, workshops and curriculum meetings.</li> <li>- Frequent reports to parents on their children's progress.</li> <li>- Reasonable access to staff through scheduling appointments.</li> <li>- Varied opportunities to volunteer and participate in school programs, advisory and decision making committees.</li> <li>- Scheduled observations of classroom activities.</li> </ul>	<p>To communicate with his/her child's teacher and other school personnel pertinent information about the child's educational needs and health conditions.</p> <p>To actively participate in curriculum and beneficial parent meetings as well at parent teacher conferences at the school.</p>
<p>To ask parents and/or staff volunteers to act as translators in school parent meetings.</p>	<p>To support the school (e.g. translators, volunteer)</p>
<p>To provide ongoing communication with parents that encourage and support parent participation in issues related to their child's education (e.g. parent newsletter, parent calendars, bulletins, family letters, workshop flyers, curriculum meetings, and parent centered bulleting boards).</p>	<p>To check his/her child's book-bag everyday for school to parent connection communicated through flyers, letters, etc.</p> <p>To review information available in the parent information center bulleting boards, monthly calendars and postings located in and outside of the school.</p>
<p>To provide ongoing learning opportunities for parents and families around key initiatives identified in our school CEP (e.g. parent curriculum meetings, family literacy and math institutes, ESL workshops, computer classes, and curriculum enrichment field trips).</p>	<p>To communicate the type of assistance and workshops needed and desired by the parent community to enrich his/her child's academic growth.</p>
<p>To involve community based organizations and businesses in school activities (46 Precinct, Neighborhood Youth and Family Services, FDNY, Health First, Turn Around For Children, Boys and Girl's Club, Community Board 6, Learning Leaders, etc.).</p>	<p>To participate in trainings and workshops with school staff and community based organizations; to actively assist in school and home connection. To attend community meetings to support school activities.</p>

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

Cluster Leader/Network Leader <b>Calvin Hastings</b>	District <b>10</b>	Borough <b>Bronx</b>	School Number <b>390</b>
School Name <b>Middle School 390</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Robert Mercedes</b>	Assistant Principal <b>Lourdes Prieto-Lopez</b>
Coach <b>Maria Adorno</b>	Coach <b>type here</b>
ESL Teacher <b>Mabel Grullon</b>	Guidance Counselor <b>Virginia Pou</b>
Teacher/Subject Area <b>Ana Bermudez/Bil. Literacy</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Jose Duran</b>
Related Service Provider <b>type here</b>	Other <b>Guillermina Ceballos, LCSW</b>
Network Leader <b>Calvin Hastings</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers	<b>2</b>	Number of certified bilingual teachers	<b>2</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>1</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>1</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>1</b>		

### D. School Demographics

Total number of students in school	<b>432</b>	Total Number of ELLs	<b>147</b>	ELLs as share of total student population (%)	<b>34.03%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

#### Part II: ELL Identification Process

1. At M.S. 390, a Clerical Aide is in charge of the initial identification and registration process for English Language Learners (ELL). When there is a possibility that the child may be an ELL, the Clerical Aide (Ms. Fiordaliza Ceballos) or Parent Coordinator (Jose Duran) contact the ESL teacher. Both the Clerical Aide and the Parent Coordinator are fluent in Spanish and English. Ms. Mabel Grullon is a certified ESL teacher who speaks English and Spanish. She conducts the informal interviews in Spanish and in English. During this interview, the parent(s) is/are notified that they are required to view the video that describes possible program choices. Many parents choose to view the video during the registration process. Afterwards, they fill out the Parent Survey and the Program Selection Form. At some time during the registration process, the ESL teacher informally interviews the student. She asks them questions in English and/or Spanish. Based upon this interview, she makes the determination of whether or not the child needs to take the LAB-R and/or the Spanish LAB. If a child comes from a Spanish-speaking country, they are given the Spanish LAB. Afterwards, she reviews the Home Language Identification Survey (HLIS), makes the code determination, and signs it. A copy of the HLIS is placed in the cumulative record folder and a copy is kept in a binder. Ms. Grullon then administers the LAB-R, when necessary.

There are multiple steps that we take to annually evaluate our ELLs. We utilize various reports to identify ELLs that will be tested. Some of these include: ATS lists (RLAT, RLER, RADP, etc.), various ARIS reports, SESIS (for ELL SWDs accommodations), etc. The Assistant Principal in charge of ELLs, Ms. Lourdes Prieto-Lopez, the Literacy Coach, Ms. Maria Adorno, and the ESL teacher, Ms. Mabel Grullon determine who is tested. This same group works with the Assistant Principal in charge of test coordination, Ms. Cinnamon Harris. As a whole, they ensure that all ELLs receive the proper testing accommodations. ELLs who miss testing for any reason, are provided with multiple opportunities to test. This includes formal and informal testing. For the NYSESLAT, the bilingual teachers test their own classes while the ESL teacher tests her ESL students. We start as soon as the testing window opens in the Spring and allow ourselves ample time to test all of our ELLs.

ELL progress on The New York State English as a Second Language Achievement Test (NYSESLAT) is monitored every academic year through various formative and summative assessments. Instruction is provided in a differentiated manner so that ELLs can be taught according to their academic needs. Student proficiency levels on the NYSESLAT are utilized to place students into homogeneous and/or heterogeneous collaborative groups. The ESL teacher also uses NYSESLAT levels to provide data driven instruction to our ESL push-in and pull-out students. Our ELLs are also periodically evaluated through their performance on predictive tests, citywide tests, formal/informal assessments, class work, and projects.

2. Parents are shown the video depicting program choices within ten days after registering their children at our school. The parents are placed at a computer within the main office where they can view the video and ask questions. The Parent Coordinator, Social Worker, Literacy Coach, ESL teacher, and clerical aide discuss choices with the parents. Parents are spoken to in their native language with translation services available. Parents are made aware of the different kinds of programs available to ELLs and what their options are. Once the parents select a program, they fill out a Program selection form. In the event that a parent does not return their

Program Selection form, if the child is Spanish-speaking we place the child in our Transitional Bilingual Education (TBE).

We advertise our TBE program through Middle School Choice and through the school website. We also contact elementary schools (within our district and in a neighboring district) that have TBE and ESL programs so that could offer their students options for middle school. In addition, we offered Open Houses for parents so that they can make informed decisions as to where to send their children based on the program they desire.

3. Parent Survey forms and Program Selection forms are distributed by the Clerical Aide and returned to the office. They are compiled and kept in a binder in the main office. Entitlement Letters are distributed by the ESL teacher and they are collected and kept within the same binder as the Parent Survey forms and Program Selection forms.

4. Based on parent choice and the HLIS, children are placed into the TBE or ESL instructional program after consultation with the family in the native language, when applicable. When the native language is other than Spanish, the school provides the parents with the opportunity to enlist the services of a translator. After consultation with the parent, the Parent Coordinator, Literacy Coach, ESL teacher or Clerical Aide informs the Assistant Principal, so that the students can be placed in the appropriate class. Parents are sent entitlement letters which are copied and stored in the main office in a binder.

5. After reviewing the Parent Surveys and the Program selection forms, we find that approximately 90% of our parents decide to place their children in the bilingual program. Of the 10% remaining, approximately 84% of our ELLs in the ESL program are Hispanic while 16% are from other ethnic groups. Very few parents take their children out of our bilingual program even after the students have tested out.

6. Our program models are very much aligned with parent requests. Most of our immigrant families (who tend to be Hispanic) choose the TBE program. The rest of our immigrant families tend to be African and those families prefer our ESL program. We rarely have parents who request a Dual Language Program.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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**This school offers (check all that apply):**

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% →</small>							1	1	1					3

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
75%:25%)														
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							3	4	2					9
<b>Push-In</b>								4						4
<b>Total</b>	0	0	0	0	0	0	4	9	3	0	0	0	0	16

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups				
All ELLs	136	Newcomers (ELLs receiving service 0-3 years)	67	Special Education
SIFE	48	ELLs receiving service 4-6 years	36	Long-Term (completed 6 years)

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 special education. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	58	33		13	4		5	2		76
Dual Language										0
ESL	14	4		25	4		24	0		63
<b>Total</b>	<b>72</b>	<b>37</b>	<b>0</b>	<b>38</b>	<b>8</b>	<b>0</b>	<b>29</b>	<b>2</b>	<b>0</b>	<b>139</b>

Number of ELLs in a TBE program who are in alternate placement:

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							19	20	37					76
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0

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
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>19</b>	<b>20</b>	<b>37</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>76</b>

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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: _____	Asian: _____
Native American: _____	White (Non-Hispanic/Latino): _____
	Hispanic/Latino: _____
	Other: _____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							22	25	12					59
Chinese														0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	3						4
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>23</b>	<b>28</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>63</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. 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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

#### Part IV: ELL Programming

##### A. Programming and Scheduling Information

1. At M.S. 390, we have several ways in which we deliver instruction to ELLs.
  - a. In seventh and eighth grade, we departmentalize the instruction. In the TBE program, students receive instruction through content area teachers using ESL methodologies. The ESL students also receive instruction through content area teachers that infuse ESL methodologies into their practice. The ESL students receive small group instruction by way of a blended pull-out and push-in program. For the sixth grade, we implement a self-contained model. The bilingual students receive instruction in their classrooms from pedagogues

## A. Programming and Scheduling Information

trained in ESL methodologies. Students who are mandated for services, and are not in a TBE model, receive instruction from an ESL trained teacher as well. In addition, we have four collaborative team teaching classes (CTT) that contain ELLs.

b. Our program model is based on heterogeneous groups. There are mixed proficiency levels in all classes. For the ESL pull-out and push-in program, the children are grouped according to their NYSESLAT proficiency levels.

2. We have organized our staff in the following manner:

a. To ensure that the mandated number of instructional minutes is provided in the TBE program, native language arts, English language arts, and ESL instruction are provided according to the school's language allocation policy (LAP). For the seventh and eighth grade bilingual classes, we follow a 60/40 model, in which 60% of instruction is in English and 40% is in the native language (Spanish). For sixth grade we have a different approach, which is a 75/25 model in which 75% of the instruction is in the native language and 25% is in English. The rationale for this is that some of our older students have advanced proficiency levels based on their NYSESLAT scores.

3. Spanish and English are used interchangeably to teach content area subjects, which is supported by instructional materials in both languages. Content area teachers follow the schools' curriculum maps which are aligned to the New York City, New York State, and Common Core standards. Depending on the students' academic level, we increase the amount of native language instruction in content areas. The ESL teacher provides content area support for ELLs through various scaffolding techniques, use of Q-TEL strategies, utilization of graphic organizers, audio visual materials, technology, and manipulatives. She also provides glossaries, dictionaries, and reference charts that support student learning.

For all grades, content areas are delivered in the native language of the students, in this case Spanish. As the students' progress, the amount of English instruction is increased as is the utilization of ESL strategies. Support in the native language is provided for students on an as needed basis. Data-driven instruction, technology as an instructional tool, differentiated instruction, Response to Intervention (RTI), the Workshop Model, and implementation of running records are some of the instructional approaches and methods used to enrich language development.

4. ELLs are appropriately evaluated in their native language through the use of periodic assessments such as: performance assessments, custom tests, diagnostic assessments, predictive tests, unit assessments, ACUITY, etc. Depending on the needs of the students, the bilingual teachers translate many English assessments into Spanish. In preparation for standardized testing, bilingual students are given translated copies (English and Spanish) of previous New York State English Language Arts and Mathematics tests.

5. We differentiate instruction for our ELL subgroups in the following manner:

a. For our SIFE population, we provide differentiated instruction based on the need of the student. We focus on native language development by concentrating on basic literacy skills. Within the classrooms, the students are assessed and evaluated on an on-going basis. These assessments include, but are not limited to, unit assessments, predictive/diagnostic tests, formative and summative assessments, along with authentic instruction assessments. In order to further promote English language acquisition, our SIFE students are encouraged to take advantage of the many after school learning opportunities.

b. For ELLs who have been here less than three years, we focus on intensive native language acquisition. Since research indicates that second language acquisition happens faster when there is a solid foundation in the native language, we purposefully strengthen native literacy skills. Staff members assess the children's learning styles and determine their readiness levels. Once they have been evaluated, instruction is scaffolded in the areas of phonemic awareness, grammar, comprehension, academic language, and higher order thinking skills. The native language arts class is utilized as a vehicle in which Spanish literacy skills, specifically academic language, is taught and strengthened.

c. Once our ELLs have been here for 4-6 years, the emphasis of our instruction is to expose them to more sophisticated, higher order thinking, content-based academic language. This is done through small group instruction within the class, in Extended Time groups, and after school programs. We also pair students up with successful former ELLs to receive peer tutoring. These student partnerships have been quite effective in promoting support, collegiality, and achievement.

d. Long term ELLs are given intensive literacy, math, and technology support through research-based strategies, practices, materials and curricula. They are placed in Extended Time sessions where they are offered small group instruction. They are also encouraged to participate in after school tutoring programs. Since long term ELLs are at times over age, particular emphasis is given to improving attendance, providing guidance, and supporting families with issues that may affect academic performance.

6. ELLs that are in special education receive instruction as per their Individual Educational Plans (IEPs). Teachers modify their instruction in order to teach to the students' strengths while providing accommodations for their disabilities. Individualized instruction is crucial and remediation and re-teaching opportunities are increased. Some of the instructional strategies that we utilize for our ELL SWDs are: differentiated instruction, scaffolding, providing remediation skills in reading and writing in all content areas. All ELL SWD students have access to grade level materials and resources as outlined in the Common Core framework. Many ELLs in Special Education attend the Extended Time program as well as after school programs. The focus of these programs is to build upon the foundation of language

## A. Programming and Scheduling Information

development.

Our school ensures that ELL-SWDs receive mandated services as indicated on their IEPs. The IEP teacher, Ms. Patricia McKelvey, reviews all IEPs when SWDs are registered in our school. After reviewing the IEPs, whether they are on SESIS or on paper, Ms. McKelvey articulates with the ESL teacher, Ms. Grullon. Ms. McKelvey and Ms. Grullon place the ELL-SWDs in the appropriate ESL or TBE program. We also have Educational Assistants that help our ELL-SWDs within the classroom by offering academic, linguistic, and cognitive support.

7. Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL SWDs in different ways. Previously, the ESL teacher would pull out groups of students. Now, the ESL teacher pushes in to the class for instruction and assists the classroom teacher in developing the students' language acquisition. The schedule has been modified to allow the ESL teacher more access to push in to classrooms while still providing the opportunity for pull out groups based on students' proficiency needs. As far as curricula is concerned, classes have been provided with multiple level resources so that students can work on their ability levels while still being challenged to attain grade level performance.

### Courses Taught in Languages Other than English ⓘ

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

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish			
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

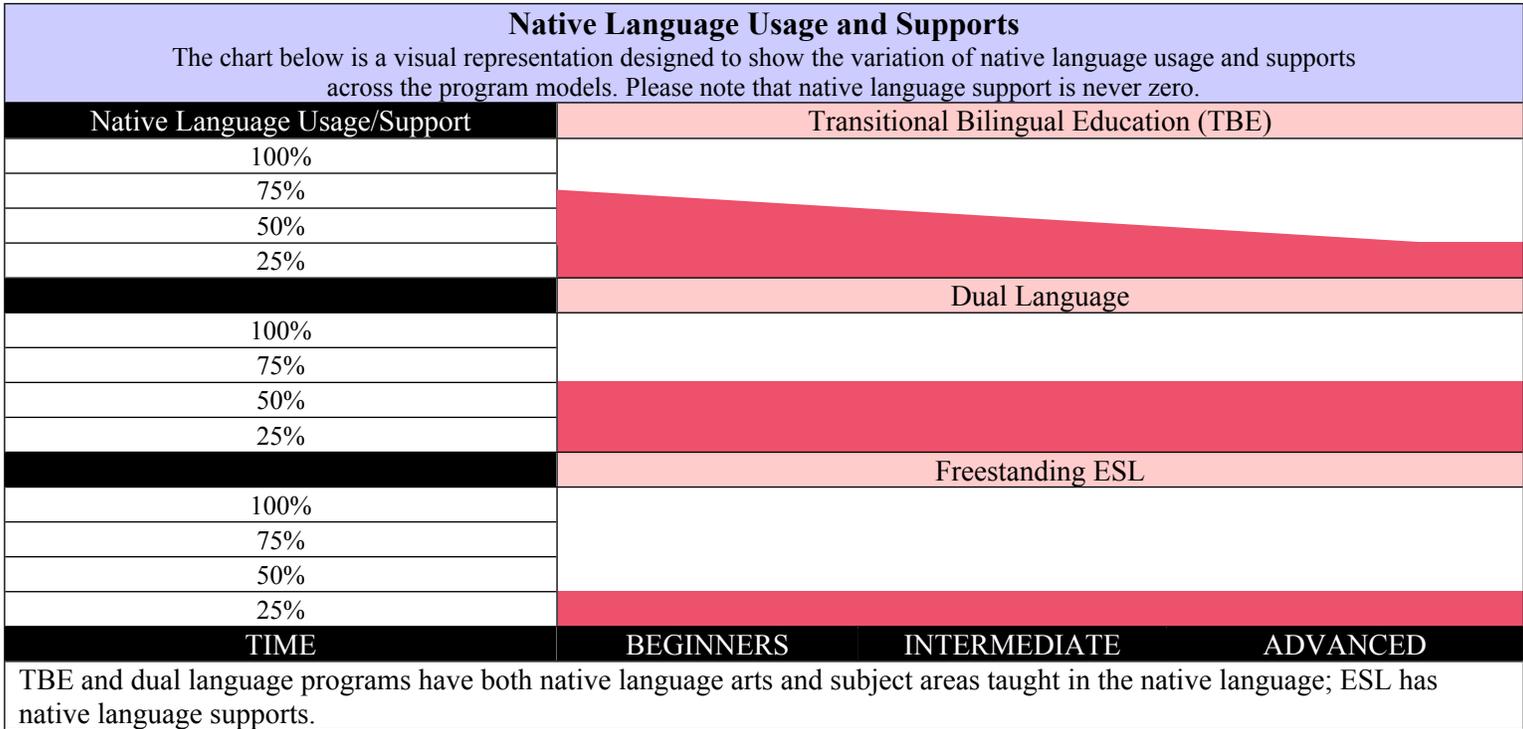
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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



## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

### B. Programming and Scheduling Information- Continued

8. Some of the interventions that we have put in place are as follows:

- Response to Intervention (RTI)
- Content area teachers and support staff members that speak the native language of the students
- Programs that target language development and literacy skills (e.g. Extended Time program, Failure Free program)
- Small group instruction that addresses specific remediation needs

9. We continue to support ELLs once they pass the NYSESLAT by having them develop more sophisticated literacy and critical thinking skills. The students are challenged to participate in Regents preparation courses for Integrated Algebra and Biology. Our school data indicates that our highest performing students are former ELLs.

10. For the 2011-2012 school year, we will implement the Common Core framework, incorporate RTI, and utilize Fountas and Pinnell Benchmark Assessment. We will continue to implement the use of common unit assessments by revamping the number of times that they are administered. We expect that these improvements will lead to better academic performance by our ELLs.

11. We have discontinued the Corrective Reading and Reading Mastery programs because McGraw Hill can no longer fund these programs at our school.

12. ELLs have equal access to all school programs. All communications are sent out in English and Spanish. Parents who speak languages other than English and Spanish are provided with translations. Various staff members in school programs are bilingual and offer support to our ELLs. SES providers have also hired many workers who live within and represent the same cultures that we have within our school community. Students can participate in the Failure Free after school program, which is a specific supplemental program designed to enhance language development for ELLs. There are ELLs in the Sports and Arts Program, Educate Online, Specialized High School Test Preparation Program, Regents Preparation Program, Extended Time Program, Big Brother, Big Sister Program, etc. ELLs have consistently shown a high attendance rate in most programs.

13. Our ELLs have various instructional materials that are utilized for teaching and learning. All ELLs have Smartboards and laptops in their classrooms. Instructional materials include:

- High Point for ESL
- Impact Math (English and Spanish)
- Balanced Literacy (English and Spanish)
- Multi-level reading and test preparation materials (e.g. Focus books)
- Living Environment books
- Native Language materials
- Bilingual classroom libraries
- Leveled classroom libraries
- Common Core library (section specifically designated for ELLs)

14. We deliver native language support in our TBE program in different ways. The teachers provide small group instruction, differentiated instruction, translation, use of glossaries and dictionaries in order to support the native language. As a community, we support native language development through multicultural celebrations (e.g. Hispanic Heritage Month Celebration), guest speakers, and activities that promote knowledge and self-esteem. For our ESL program, the students are afforded the opportunity to refer to glossaries in their native language.

15. All support services and resources are age and grade appropriate. Because we are a middle school, particular emphasis is placed on adolescent development, social emotional learning, conflict resolution, and bullying prevention.
16. We offer an Open House session in June for students that will be attending our TBE program. These new recruits are invited back to spend a day visiting the classrooms and meeting the teachers and staff. After a student has registered for the TBE, a staff member conducts a home visit. We also provide school tours during the Parent Orientation session that is offered to parents of ELLs in September. All newly enrolled ELLs are assigned fellow classmates that can support their acclimation to M.S. 390. They are also provided support by the Guidance Counselors, the Social Worker, and bilingual/ESL teacher. These staff members check up on the new arrivals daily and weekly to ensure that they are accepted and feel successful in our school community.
17. We presently have no language electives for ELLs.

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Not Applicable

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

D. Professional Development and Support for School Staff

1. Professional development has been provided to all staff members in the following areas:
  - Response to Intervention (RTI)
  - Common Core framework
  - Differentiation of Instruction
  - Social and Emotional Learning
  - Adolescent Development
  - ESL Methodologies (Q-TELL)
  - Data Analysis (ARIS, ACUITY)
  - Data driven instruction (ARIS, ACUITY, Engrade, etc.)
  - Utilizing technology as an instructional tool (iPad, Smartboard, ACUITY, laptops, etc.)
2. We provide various types of support to staff to assist ELLs as they transition from the elementary school setting to the middle school setting. Some of these supports include adolescent development training for all staff members. We also offer professional development in differentiated instruction and social emotional learning.
3. In order to comply with the 7.5 hours of mandatory ELL training, teachers participate in different conferences and workshops. Teachers will be trained in RTI, Common Core, Guided Reading, etc. Multiple opportunities for all staff members will be offered throughout the school year in house, through BETAC, in our network, and via our partnership organization, FHI 360 (formerly AED). The school keeps records of these professional development sessions in the main office in a binder entitled "Professional Development." We will create a separate section for ELL training.

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

### E. Parental Involvement

1. Our parental involvement has increased by approximately 30%. This has been determined by the increased number of parent visits along with the increased number of parents attending school activities (GED classes, computer and ESL classes, workshops, meetings, luncheons, etc.) Parents are encouraged to take an active role in our school community. The school provides a forum in which all parents are given the opportunity to incorporate themselves into the school community. The Parent Coordinator plays an essential role in maintaining communication with parents of ELLs.
2. We have established partnerships with the following community based organizations (CBOs):
  - Sports and Arts Foundation
  - Morris Heights Health Center
  - Mercy College
  - Columbia University
  - Cornell Corporate Extension
  - Davidson Community Center
  - St. Barnabas Union Teen Center
  - Astor Child Guidance Center
  - Fresh Air Fund
  - Fordham Tremont Mental Health Center
3. Our parents are very vocal in expressing their needs to the school community. They reach out to various members of the school community in order to receive assistance with housing, citizenship, economic hardship, social issues, etc. We also rely on the communication amongst school personnel for to further address the needs of our parents. At times, outside agencies contact the school and advocate on the parents' behalf. As a school, we support and collaborate in order to better assist our families. In order to evaluate the needs of our families, we also review and analyze the Learning Environment Survey. We examine our parents' responses and work on the areas that they determine the school needs to improve on. We become informed of their needs through their participation in various school activities such as, the School Leadership Team, the Parent Association, Parent Teacher conferences, IEP meetings, and parent workshops.
4. Our parent involvement activities address the needs of our parents in a variety of ways. We continue to offer computer, ESL, and GED classes to all parents. The majority of parents in these programs are parents of ELLs. They also attend workshops in health, nutrition, arts and crafts, adolescent development, stress management, and sexual education. In addition, the school conducts sessions in which parents are instructed in the use of e-mail, ACUITY, and ARIS.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)						7	9	12	15					43
Intermediate(I)						12	40	22	13					87
Advanced (A)						16	13	5	6					40
Total	0	0	0	0	0	35	62	39	34	0	0	0	0	170

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	<b>B</b>						5	5	3	2				
	<b>I</b>						1	7	15	8				
	<b>A</b>						21	19	16	17				
	<b>P</b>						18	9	7	13				
READING/ WRITING	<b>B</b>						7	9	12	15				
	<b>I</b>						12	16	19	13				
	<b>A</b>						15	10	8	5				
	<b>P</b>						11	5	2	7				

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	20	20	1	0	41
6	15	23	1	0	39
7	14	23	0	0	37
8	13	31	0	0	44
NYSAA Bilingual Spe Ed					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5	8	8	12	15	3	1	0	0	47
6	4	6	10	14	5	5	0	0	44
7	5	0	10	16	6	6	0	1	44
8	7	0	8	25	5	5	0	0	50
NYSAA Bilingual Spe Ed									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	4	7	10	18	4	1	1	1	46
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	1	0	1	0
Geometry				
Algebra 2/Trigonometry				
Math				
Biology	5	6	5	6
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	8	28	37	0				
Chinese Reading Test								

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1.

### Additional Information

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

1. M.S. 390 utilizes various types of assessments for our ELLs. This year, we will implement the Fountas and Pinnell Benchmark Assessment system and administer a writing baseline to determine the reading and writing levels for all of our students. Periodic assessments, authentic classroom assessments, and running records will be our main sources of monitoring student progress. As part of our instructional plan for our ELLs we have implemented differentiation of instruction in all subject areas. We also differentiate the ESL periods within the TBE model by proficiency level.

2. Data patterns reveal a 28% decrease in listening and speaking proficiency levels with an 11% increase in reading and writing levels. Most of our ELLs come to us reading and writing below grade level as evident in ELA pre-assessments, writing baselines, and running records. Although we previously had a great disparity between the reading and writing component and the listening and speaking component, data reveals a closing of the gap between these two components.

	Reading & Writing	Listening & Speaking
2008-2009	11%	42%
2009-2010	6%	46%
2010-2011	17%	29%

3. Patterns across the NYSESLAT modalities have affected instructional decisions in that we have mainstreamed the ELLs in the TBE program for three days a week. Each TBE literacy (ELA, ESL, and NLA) teacher takes a group (Basic, Intermediate, or Advanced) across the grade levels. The ESL teacher also incorporates students' performance data from the NYSESLAT to group her students. This way, students on the same proficiency level get a chance to collaborate. We utilize the levels on the NYSESLAT to support the learning needs in the various modalities along with differentiated instruction.

6th Grade	23 students=	Beg. 02	Inter. 08	Adv. 12	Prof. 01
7th Grade	28 students=	Beg. 01	Inter. 12	Adv. 14	No pl. 01
8th Grade	13 students=	Beg. 01	Inter. 04	Adv. 07	Prof. 01

4. The majority of our ELLs come to us with below grade level performance in their native language as well as mathematics. Students in the TBE program perform slightly better in tests in their native language as compared to English. Students usually achieve higher levels on listening and speaking in English language tests. We utilize the results of the ELL Periodic assessments to drive and differentiate instruction. The data from the Periodic Assessments is used for grouping. The native language of the students is used to strengthen basic reading and writing skills. In addition, teachers use ESL strategies to teach content. The following percentages are based on the ELA Pre-

Assessment exam that was given September 2011:

Class 604	54%
Class 704	31%
Class 804	25%

For ESL students, we noticed that they perform better in the Listening and Speaking section than in the Reading and Writing section of the Period Assessment. These results help the ESL teacher in the selection of material, planning, and delivery of the lessons. The results of the Periodic Assessments are also utilized for grouping.

For ELL-SWDs (percentages reflect ELL-SWDs along with their English proficient and non-disabled counterparts), we noticed the following in their September 2011 ELA Pre-Assessment:

Class 605	58%
Class 606	69%
Class 705	49%
Class 805	53%
Class 910	60%

5. N/A (We do not have a Dual Language Program at our school.)

6. We determine the success of our TBE and ESL programs by looking at ELL performance in various aspects. We focus on academic achievement on the New York State ELA and New York State Mathematics test. In addition, we review language proficiency gains on the NYSESLAT (specifically the modalities) to see how the students have improved. In conjunction with standardized testing, we monitor academic class performance throughout the school year. If an ELL is struggling, the counselors meet with them and reach out to the families to provide academic counseling and support.

## Part VI: LAP Assurances

**School Name:** M.S. 390

**School DBN:** 10X390

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Robert Mercedes	Principal		9/28/11
Lourdes Prieto-Lopez	Assistant Principal		9/28/11
Jose Duran	Parent Coordinator		10/31/11
Mabel Grullon	ESL Teacher		9/28/11
	Parent		
Ana Bermudez	Teacher/Subject Area		9/28/11
	Teacher/Subject Area		
Maria Adorno	Coach		9/28/11
	Coach		
Virginia Pou	Guidance Counselor		9/28/11

**School Name:** M.S. 390

**School DBN:** 10X390

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Network Leader		
Guillermina Ceballos	Other <u>Social Worker</u>		9/28/11
	Other		
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 10x390      **School Name:** Middle School 390

**Cluster:** \_\_\_\_\_      **Network:** 511

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

**Part A: Needs Assessment Findings**

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

.School faculty will assist in all oral translations involving parents and visitors. From the School Leadership Team recommendations it was determined that all parent written information would be in Spanish and English. It has been very helpful to have a bi-lingual Parent Coordinator as well as Attendance Personnel and bilingual staff in the office.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

.The needs for written translation and interpretation for the M.S. 390 community are varied. As a school, we have ensured that the school community is aware that they are entitled to translated communication as well as translation services. The School Leadership Team, Parent Coordinator, and school staff have been quite vocal in offering these services.

## Part B: Strategies and Activities

---

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

The faculty members translate written documents and these are sent to the parents in a structure, timely fashion based on the need or event they were prepared for.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Our Parent Coordinator, Community Associates, and office staff are fully bilingual and provide all oral interpretation needs to our school community in both Spanish and English. School staff will also contribute to oral interpretation needs on an as needed basis.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school will utilize the Parent Coordinator, Community Associates, and office, teaching and support staff to provide oral and written interpretation services. M.S. 390 will continue to fully comply with all aspects of Chancellor's Regulations A-663.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

**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 as well as reduced class-size, and/or push-in services.
  - 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.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

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

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

### 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:

English Language Learners are struggling to obtain the necessary literacy skills to be able to become fluent in the English Language. The Title III Academic program, aims to address the barriers associated with interrupted formal education, limited native language skills and transitioning from native language the English language.

The title III academic enrichment program will provide English Language Learners with opportunities of developing their listening, speaking, reading and writing skills. It will provide students with strategies needed to succeed academically and the instructional expectations of Common Core standards.

A variety of topics will be covered during the duration of the program. We will include topics related to current events, community, government, geography and history.

There will be 3 certified ESL teachers and 1 certified bilingual teacher providing services to the students.

Teachers will utilize a variety of resources as well as ESL research based techniques and methodologies.

Teachers will also create materials to address the students' social emotional needs through reading and writing, role playing and music. Students will participate in project based learning activities beginning with the understanding of themselves, their community and the world.

### Part C: Professional Development

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

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

Begin description here:

The Bilingual team and ESL teachers will continue to participate in bi-weekly PD for on best practices for teaching immigrant students such as translanguaging, QTEL and Reciprocal Teaching. Some of the Professional Development will be in-house hosted by NYSEB/CUNY and the school's instructional specialist. Bilingual and ESL teachers will meet with the content area teachers of the students to have coherent activities and lessons.

### Part D: Parental Engagement Activities

### 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:

Monthly workshops will be provided to parents for a total of two hours per month starting on December 2012 through May 2013. Parents will participate in coordinated activities related to the academic needs of their children. They will participate in training to better understand web-based programs such as Engrade, Acuity, and RAZ-kids. They will also receive training on how to support students in homework and prepare for standardized assessments.

Parents will be informed of all program activities through letters, emails, and phone calls.

### 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"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>12,045.60</u>	<u>\$8,431.92 for 4 teachers (3 ESL and 1 Bilingual) for 168 hours of after school instruction.</u> <u>\$1,505.70 for 3 teachers -parental engagement activities (2 hours per month from December to May)</u> <u>\$2,107.98 for common planning (day and after school teachers- 7 teachers x 1 hour per month)</u>
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional</li> </ul>	<u>2,511.11</u>	<u>Time for Kids Magazine (85 subscriptions x \$3.25 each)= \$ 276.25</u> <u>120 composition notebooks (2x\$5.49)= \$329.40</u> <u>30 boxes of crayons (\$2.39 each)=</u>

**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.
<p>materials.</p> <ul style="list-style-type: none"> <li>• Must be clearly listed.</li> </ul>		<p><u>\$239.70</u>  <u>20 packs of 2 scissors (\$11.49)=</u>  <u>\$229.80</u>  <u>4 packs of 4 Chart paper (\$70.99)=</u>  <u>\$283.96</u>  <u>20 display boards = \$165.80</u>  <u>20 packs construction paper (\$6.99</u>  <u>each)= \$139.80</u>  <u>10 packs of pencils (\$12.49 each)=</u>  <u>\$124.90</u>  <u>120 pocket folders (\$.49 each)=</u>  <u>\$58.80</u>  <u>100 poster boards (\$5.49 x 10)=</u>  <u>\$54.90</u>  <u>10 packs of paper (\$12.99 each)=</u>  <u>\$129.90</u>  <u>10 packs of dry erase markers (\$12.79</u>  <u>each)= \$127.90</u>  <u>arts and crafts materials such as</u>  <u>glitter, feathers, glue= \$350.00</u>  <u>?????</u></p>
<p>Educational Software (Object Code 199)</p>	<p><u>654.90</u></p>	<p><u>RAZ Kids (3 classrooms x 1 year)</u>  <u>\$256.35</u>  <u>Writing A-Z (3 classrooms x 1 year)</u>  <u>\$85.35</u>  <u>Science A-Z (3 classrooms x 1 year)</u>  <u>\$227.85</u>  <u>Vocabulary A-Z (3 classrooms x 1</u>  <u>year)</u>  <u>\$85.35</u></p>
<p>Travel</p>		
<p>Other</p>	<p><u>1788.39</u></p>	
<p><b>TOTAL</b></p>	<p><b><u>17,000.00</u></b></p>	