



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** MIDDLE SCHOOL 390  
**DBN (i.e. 01M001):** 10X390  
**Principal:** ROBERT W. MERCEDES  
**Principal Email:** RMERCED@SCHOOLS.NYC.GOV  
**Superintendent:** MELODIE MASHEL  
**Network Leader:** JORGE IZQUIERDO

### School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Robert W. Mercedes	*Principal or Designee	
Julio Marte	*UFT Chapter Leader or Designee	
Olga Torres	*PA/PTA President or Designated Co-President	
Leslie Matos-Rosario	DC 37 Representative, if applicable	
Andriw Read	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Guillermina Ceballos	Member/ Social Worker/Student Support	
Virginia Pou	Member/ Guidance Counselor	
Maribel Ramos	Member/ Elected UFT	
Dilenia Ramirez	Member/ Elected DC37	
Rosemary Mejia	Member/ Elected Parent	
Carmen Polanco	Member/ Elected Parent	
Esperanza Rios	Member/ Elected Parent	
Clarissa Saltos	Member/ Elected Parent	
Adalgisa Saurez	Member/ Elected Parent	
Shirley Johnson	Member/ Elected Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 30, 2014, 20 % of the students will show gains in the ELA state exam through targeted instruction.

### 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.

Resources: New York State English Language Arts exam 2013, NYS ELA exam item analysis, DRP results for September 2013,

Based on data analysis and comparison of the assessments for 2012-13, there was a significant gain in ELA with our lowest third population. However, when looking at the overall student population, the school did not make significant gains in ELA.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

Teachers will employ a variety of research-based instructional strategies and activities to achieve this goal. The following are some of the strategies:

- a) Differentiated instruction
- b) Small group instruction
- c) Strategies for English Language Learners such as QTEL strategies and translanguaging
- d) Peer observations
- e) Academic Intervention Services (AIS)
- f) Curriculum for college and career readiness/ CCSS
- g) Reaching for Academics through Motivation and Parental Involvement
- h) RTI

Some of the activities that we will use to achieve this goal are:

- a) Project based learning
  - b) Collaborative planning
  - c) Accountable talk and discussions
  - d) Citing evidence from different sources
  - e) Analyzing informational text
  - f) Read and comprehend complex text independently
1. Write arguments to support claims with relevant evidence

#### B. Key personnel and other resources used to implement each strategy/activity

Personnel:

- a. ELA teachers
- b. Core subject teachers
- c. Counselors
- d. Coaches
- e. parents

Resources:

- a. Common Core aligned curriculum
- b. Word Generation
- c. Access Code (English Language Learners)
- d. Wilson Program (students with disabilities)
- e. Informational text
- f. Moby Max (students with disabilities)

1. Engrade

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- 1. At the beginning of the year, a reading and writing assessment was administered to gather data about the students' performance. The data was used to group students and to plan differentiated instruction and activities. Similarly, the NYSESLAT is used to group English Language Learners.
- 2. Peer observations - checklist and reflection sheet to see if students' work, instructional charts are aligned to goal; staff has an opportunity to reflect on practice and make changes to teaching.
- 3. AIS/RTI Screening and Progress Monitoring
- 4. Curriculum for College and Career readiness – Establishment of rapid and planned assessments, tracking of strategies used
- 5. Reaching for Academics through Motivation – Technology and research based programs – to give students' the chance to perfect skills and take risks.

**D. Timeline for implementation and completion including start and end dates**

- 1. Target to evaluate progress begins in September 2013 and will end in June 2014. Timeline is segmented into three different benchmarks – Initial, midline and endline.
  - a. Initial benchmark –September/October 2013
    - 1. Reading and writing assessments
    - 2. DRP
    - 3. Running Records
    - 4. Informal observations
  - b. Midline benchmark –December2013/ January 2014
    - 1. Simulation assessment
    - 2. DRP
    - 3. Curriculum mid-unit and final assessments
  - c. Endline- May-June 2014
    - 1. Simulation assessments
    - 2. DRP
    - 3. Running Records
    - 4. End of unit assessments
- 2. Portfolios

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- 1. AIS periods are embedded in the regular schedule. After school activities and Saturday Academy engage students in targeted instruction. Resources;
  - a. Wilson Reading System
  - b. Access Code
  - c. Targeted Reading/ Math
  - d. Common Core aligned resources and materials

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parent workshops/meetings will introduce and train parents to access and utilize Engrade, promote good study habits, understand and prepare for the state test, learn how to use technology, focus on reading and comprehension, understand adolescent behavior, etc.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

## **Goal and Action Plan #2**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 30, 2014, one hundred percent of the school's faculty will utilize online data via ARIS, Engrade, Advance, MOSL assessments, interim assessments (Schoolnet.com), Math Performance Series, etc. to analyze trends and inform instruction.

### **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.

We live in a society that relies heavily on web-based information. Educators now have accessibility to multiple data sources that can provide specific and detailed information in an expedited manner. In order to provide Common Core aligned standards-based instruction, pedagogues must continuously refer to multiples sources of data including authentic assessments in order to improve upon their practice and increase student achievement. The expectation is that 100% of staff members will access data sources, compile information, and analyze ways to support struggling students and challenge advanced learners.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **1. Strategies/activities that encompass the needs of identified subgroups**

1. Teachers will demonstrate proficiency in data analysis and implementation by accessing online data from external sources such as ARIS, MOSL assessments, Math Performance Series to gather assessment information.
2. Data is also obtained from research based programs used in school such as, Access Code, Wilson, Word Generation, Fountas & Pinnell's Benchmark Assessment System (running record), Schoolnet.com, Lightsail, Learnbop, etc.
3. Academic progress is measured by tracking students' performance in all core subject areas (Engrade) and by improvement on DRP.
4. Data is compiled and analyzed to differentiate instruction, make flexible groups, provide AIS, and reinforce basic skills. A reading tracker will be designed to monitor and assess student gains and needs throughout the course of the year.

#### **2. Key personnel and other resources used to implement each strategy/activity**

1. Administration, Instructional Specialists, all subject area teachers, Para-professionals, and Support staff
2. Resources will include classroom laptops and online programs that will provide the data.
3. In-house and off-site professional development will be provided to ensure that teachers compile, analyze, interpret, and utilize data to drive instruction.
4. 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.
5. 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.
6. Student Support Service Staff in collaboration with teachers interprets and disseminates data to students and parents.

#### **3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Teachers must have a data binder available at all times. The data binder should include sources of data utilized to assess teaching and learning.
2. Data utilization must be evident in the classrooms via student assessment results, differentiated activities or grouping, student goals, charts etc.
3. Teachers will maintain a skills tracker driven by weaknesses indicated by the New York State Common Core exam performance indicators.

#### **4. Timeline for implementation and completion including start and end dates**

1. August 2013 until July 2014

#### **5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Additional funding will be secured to increase accessibility of technology. More laptops and iPads will be purchased and be evident in classrooms. Innovative programs such as Learnbop (Math) and Lightsail (ELA) will be incorporated into instruction to provide tutoring and increase student achievement. We will continue to implement Access Code and Word Generation. Professional development will be conducted in data driven instruction and in programs such as Word Generation, Access Code, Lightsail, Learnbop, etc. The expectation will be for all teachers to have a data binder. The administration will also check online usage reports from various resources to determine how and when the staff reviews data.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

The school will provide parents with workshops aimed at the use of online data programs such as ARIS and Engrade. These workshops will be offered at a flexible time to ensure at least 85% participation of the parents. In addition, M.S, 390 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 parents and students. The Parent Coordinator will provide extra support to parents by providing with accounts passwords, resets, general questions and answers.

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

**Goal and Action Plan #3**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By August 30, 2014, the school will reduce the number of students scoring in the lowest third from 119 to 94 by utilizing targeted small group instruction and other instructional strategies.

**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.

Even though we reduced the number of level 1 ELLs on the ELA between 2009 and 2012 from 64% to 56%, we still have to greatly improve instruction for struggling students. Similarly, the number of level 1 IEP students in ELA decreased from 67% to 48% during the same time frame. ELLs and IEP students do not show consistent performance or gains for level 3 or 4 on the ELA. Clearly, there is room for major improvement in academic achievement for our ELLs and IEP students.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

➤ **Strategies/activities that encompass the needs of identified subgroups**

1. We will support both subgroups by infusing classroom instruction with differentiated instruction, tiered activities, small group instruction, AIS, Word Generation, Lightsail, Learnbop, independent reading sessions and Access Code.
2. English Language Learners will be taught using research based programs for language and vocabulary development such as Quality Teaching for English Learners (Q-TEL) methodology, Expeditionary Learning activities, ELA strategies, High Point activities, tiered activities, leveled libraries, “translanguaging,” reciprocal reading, and interactive read alouds. A program for ELLs will be established so that they can have devoted time to increase language acquisition, be exposed to different cultures, and acclimate to their environment.
3. Special Education students will benefit from the use of research based programs for language development like Wilson, Access Code, Lightsail, and Learnbop. They will also incorporate and writing skills, reciprocal reading, interactive read alouds, tiered activities, and leveled libraries. Students will receive Supplemental Education Teacher Support Services (SETSS) services as dictated by their IEPs.

➤ **Key personnel and other resources used to implement each strategy/activity**

1. Demo Coach, TIF Coach, Teacher Effectiveness Ambassador, Network Instructional Leaders, Content-area specialists, Special Education and Bilingual teachers

Para-professionals, Guidance Counselors, and Social Workers are key personnel.
2. 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.
3. Students are provided with academic counseling and are advised on maintaining or achieving proficiencies. In order to develop college readiness, they are introduced to organizational skills, time management, effective study habits, and participating in a twenty-first century competitive world.
4. 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.
➤ <b>Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. We will evaluate subgroup progress based on movement on the DRP, MOSL assessments, achievement on interim assessments, ELA and Math simulation scores, increase in performance on classroom authentic assessments, and increase in language proficiency.
2. Teachers will be held accountable for differentiation within the lessons and small group instruction. Students will be tracked for progress in the Extended Day sessions which are held twice a week.
➤ <b>Timeline for implementation and completion including start and end dates</b>
1. August 2013 through June 2014
➤ <b>Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. Teachers will meet during professional development sessions, faculty conferences, weekly collaborative planning sessions, and team/grade meetings to discuss and plan targeted instruction to support students' needs.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
1. The Parent Coordinator will support teachers forming a strong partnership to provide families with a consistent form of support.
2. The Parent coordinator will contact individual parents for additional support.
3. Parents will be encouraged to pick up homework for the days the student was absent.
4. An Attendance tab on will be added on to Engrade.com to give updated information to parents and students available twenty four hours a day, seven days a week.
5. The parent e-mail contact list will be increased and updated to maximize parental communication.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

**Goal and Action Plan #4**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 30, 2014 one hundred percent of the school's faculty will increase participation in professional development by attending at least three off-site sessions, two online sessions, and 12 hours on teacher effectiveness throughout the academic school year.

**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.
On the 2012-2013 Learning Environment Survey Report, 68% of teachers indicated that they received "sustained and coherently focused" professional development experiences. We will continue to increase participation and build capacity throughout the academic year in order to ensure that the entire school community follows the Citywide Instructional Expectations, fully aligns to and implements the Common Core standards, and becomes knowledgeable about teacher effectiveness.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**4. Strategies/activities that encompass the needs of identified subgroups**

1. Through the use of ARIS Learn modules, Engageny video resources, we will maximize opportunities for teachers to learn and grow in their practice.
2. In-house and off-site professional development, building capacity session will be programmed throughout the year.
3. Initial Planning Conferences (IPCs) will be conducted by September 30, 2013 in order to develop individualized professional development plans that will address instructional and personal goals.
4. Teachers will collaborate during faculty conferences, planning sessions, grade meetings to deepen their understanding of the instructional shifts required to meet the Common Core. They will also unpack and analyze Danielson's *Framework for Teaching 2013*.

**5. Key personnel and other resources used to implement each strategy/activity**

1. Content-area, Special Education and Bilingual teachers, Instructional Leads, Para-professionals, Guidance Counselors, and Social Worker
2. MSQI, CFN, Office of ELLs, ARIS Learn, Engageny, Expeditionary Learning, Word Generation, Lightsail, and Learnbop

**6. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Creation of school-wide professional development plan
2. Progress evident in individual professional development plans (as designed)
3. Improvement in teacher practice
4. Evidence of implementation of Expeditionary Learning, Word Generation, Access Code, Lightsail, and Learnbop
5. Participation in Dignity for All Students Act (DASA) mandated training and Respect for All (RSA) mandated training
6. Reduction in low level disciplinary infractions

**7. Timeline for implementation and completion including start and end dates**

1. August 2013 until June 2014

**8. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. 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.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. The Parent Coordinator will utilize the information learned at professional development to create parent workshops, tailoring the information to the needs of the community.
2. Teachers will share methods that parents can use to support successful student outcomes.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 30, 2014, the school will increase opportunities for parental involvement by providing at least four activities/meetings 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.

As the school turns to a more technology driven environment, parents have a need to develop technological skills. This goal is designed to close the technology gap between parents and students. At least four activities directed to improve parents' computer skills will be scheduled each month. We will increase our parental involvement in the school's online programs by 30% this year.

***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**6. Strategies/activities that encompass the needs of identified subgroups**

1. The parent coordinator will host workshops and other types of activities for parents around the theme of technology. The curriculum will include the use of online programs such as Engrade.com and ARIS parent link. In addition, other free math and ELA resources such as Khanacademy.com will be introduced. These online programs are updated by their classroom teachers with individual student's classroom performances. This will allow parents to have an open line of communication with teachers at any time by sending a message.

**7. Key personnel and other resources used to implement each strategy/activity**

1. The Parent Coordinator will work in collaboration with the school Social Worker, Guidance Counselors, Parent Association, teachers and other community organizations such as Morris Heights Clinic and The Leap Program.

**8. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. The parent Coordinator will assess and review student's Engrade and ARIS accounts for parental participation. He will target those parents who have used the online resources.

**9. Timeline for implementation and completion including start and end dates**

1. The Parent Coordinator will evaluate the parents' needs by hosting a series of parent meetings from September 2013 to December 2013. The workshops will start in January 2014 and will finish in June 2014.

**10. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. The workshop will take place at the computer lab for 30 minutes each session. This will allow parents to retain the information without creating an impact on their busy day. All parents will learn the basic use of a computer, how to access the websites, retrieve information and create an email account. Therefore, the daily review of the teacher's feedback on Engrade will strengthen the participation on their children's education.

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The parent coordinator will use available data to outreach to parents and promote all the activities scheduled. He will offer a flexible schedule including evening meetings and early morning to increase parental participation. Every agenda will create an opportunity for parents to update their contact information. This data will be used to update our records regularly and use the School Messenger Phone System and the email list to instantly contact the parents within minutes.

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	X	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

### Academic Intervention Services (AIS)

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

**Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<ul style="list-style-type: none"> <li>▪ Wilson Reading – Decoding and word analysis</li> <li>▪ Word Generation – Vocabulary building</li> <li>▪ Lightsail- Reading comprehension</li> <li>▪ Leambop- Math intervention</li> <li>▪ Access Code- Phonemic awareness and vocabulary development</li> </ul>	Small group and one to one	During school day
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>▪ Skills Intervention for Algebra</li> <li>▪ Math Coach</li> </ul>	Small group	During school day
<b>Science</b>	<ul style="list-style-type: none"> <li>• Professional Development for Science teachers that address the needs of students at risk.</li> <li>• Word generation will be utilized as a strategy to address vocabulary instruction in all science classes.</li> </ul>	Network Team will work with teachers on strategies and techniques to assist with the full implementation of the Common Core Learning Standards. Common Planning for all teachers to collaborate & plan differentiated instruction.	Differentiated instruction during class periods.
<b>Social Studies</b>	Professional Development for Social Studies teachers designed to address the needs of students at risk. Differentiated instruction to support the multiple learners during the school day. Collaboration with the ELA teachers on promoting effective reading and writing strategies.	Network Team will work with teachers on Common Core Learning Standards in Literacy to enhance student writing skills in content. DBQ's, utilization of cartoons, and primary and secondary source documents to support understanding of content. Common Planning for all teachers to collaborate & plan differentiated instruction for students.	Differentiated instruction during class periods.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	School counselors employ the American School Counselor Model –for Academic, Social/Emotional and Career Readiness. We are committed to support our students' social emotional development by implementing: <ul style="list-style-type: none"> <li>▪ Ongoing classroom presentations on bullying prevention</li> <li>▪ Respect for All Curriculum</li> </ul>	Targeted intervention groups, individual sessions and classroom presentations	During school day and after school

- School wide implementation of Second Step Curriculum (Social Emotional Learning)
  - Respect for all school wide campaign during a week February
- Students are provided with ongoing information through individual, small group and classroom and monthly grade level assemblies' presentations about:
- Health Educator/ Morris Heights-Class presentations
  - Nutrition and healthy life styles
  - Individual and group counseling on nutrition and obesity
  - Asthma prevention
  - Tobacco and drug prevention
  - Healthy relationships and decision making.
  - Health Educators/St. Barnabas Hospital- class presentations
  - Sex education and STDs and HIV
  - Individual consultation
  - Direct and referral for needed services (medical)
  - Coordination of services; Individual, Family and group counseling
  - Advocacy and referral for entitlements
  - Immigration information workshops
  - Parenting Skills training
  - In House, mental health consultation and referral
  - Educational support workshops
  - Family and youth Services
  - Nutrition information and workshops
  - Adolescent development workshops
  - 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 through guided activities
  - Providing contact in a proactive manner by instructing students in the

High School Articulation and Readiness process

- Career exploration through assessment/inventories
- Middle school transition is coordinated through the Middle School Fair
- Open house, tours, and summer orientation for incoming 6th graders
- Academic advising and planning is offered to all students and specifically students at risk (targeted interventions) for not meeting promotional criteria

School Social Worker/Family Resource Center:

The overall goal of at risk counseling is to provide students with the opportunity to develop the skills and attitude to succeed in the school and the community at large.

Students experiencing socio emotional difficulties and family crisis are provided with the guidance and support needed to cope with the multiple challenges and stressors.

Crisis intervention and coordination of services are an integral part of helping students manage their emotions and control behaviors that prevent them from experiencing academic success. These services include but are not limited to mental health concerns, loss and bereavement, childhood trauma and other physical and/or emotional health concerns.

These services are coordinated with the social worker and six social work interns from Columbia University, Hunter College and Mercy College who work in collaboration with the school based clinic Morris Heights and ASTOR Child

	<p>Guidance. The social worker also coordinates multiple enrichment and developmental activities such as conflict resolution, peer mediation training, responsible decision making, self and social awareness, developing and establishing healthy relationships.</p> <p>Community involvement through our peer leadership program is possible through collaboration with the NYC Commission on Human Rights, St. Barnabas Hospital, Planned Parenthood, Family Life Theater, Urban Health and the Fresh Air Fund.</p>		
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**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed\*.
1. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
2. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Teachers receive weekly professional development facilitated by TIF Coaches, in School-Coaches, School Administration, CFN and independent consultants. Teachers are also provided with opportunities to attend Professional Development outside of the school setting in order to enhance pedagogical practice. Teachers attending outside Professional Development turnkey the information regularly.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>▪ Weekly Professional Development (Thursdays)</li> <li>▪ On-going ARIS Learn Modules &amp; Video Clips</li> <li>▪ Inter-visitations</li> <li>▪ Peer-visitations</li> <li>▪ Coaching</li> <li>▪ One-on-One meetings</li> </ul>

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><u>the intent and purpose</u></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
In compliance with McKinney-Vento, Middle School 390 has partnered with the Healing Arts Initiative to bring an arts education program which is designed to expose students to a wide variety of artistic disciplines, encourage academic growth and improve school attendance. This program will help students develop critical thinking and literacy skills, motivate attendance and integrate S.T.E.M concepts.
Students who reside in transitional housing are also provided with the following Title I service: Access to the breakfast program, free lunch, transportation in the 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 which addresses the immediate concerns of students.
Referral to the Family Resource Center which provides parents and students with the opportunity to obtain information and services to address their day to day challenges. These services include individual and family counseling services as needed.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
<ul style="list-style-type: none"> <li>▪ Weekly grade and department meetings for teachers</li> <li>▪ Weekly Team Meetings</li> </ul>

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

## 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 6- 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 09/09/13 and will be in effect for the period of 6/28/14. The school will distribute this policy to all parents of participating Title I, Part A children on or before 09/18/13.

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

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

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;

- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

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

Principal <b>Robert Mercedes</b>	Assistant Principal <b>Lourdes Prieto-Lopez</b>
Coach <b>Valarie Green-Thomas</b>	Coach <b>Valerie Green-Thomas</b>
ESL Teacher <b>Mabel Grullon</b>	Guidance Counselor <b>Virginia Pou</b>
Teacher/Subject Area <b>Maria Adorno/Bilingual ELA</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Ana Bermudez/Bil. Literacy</b>	Parent Coordinator <b>Jose Duran</b>
Related Service Provider <b>type here</b>	Other <b>Guillermina Ceballos LCSW</b>
Network Leader(Only if working with the LAP team) <b>type here</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 currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>3</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>2</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>409</b>	Total number of ELLs	<b>118</b>	ELLs as share of total student population (%)	<b>28.85%</b>
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## Part II: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

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	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)							1	1	1					3
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In								2	2					4
Pull-out							1	1	1					3
<b>Total</b>	0	0	0	0	0	0	2	4	4	0	0	0	0	10

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	118	Newcomers (ELLs receiving service 0-3 years)	57	ELL Students with Disabilities	26
SIFE	36	ELLs receiving service 4-6 years	22	Long-Term (completed 6+ years)	31

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	41	22	0	6	2	0	2	0	0	49
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	16	10	4	16	2	6	29	0	16	61
Total	57	32	4	22	4	6	31	0	16	110

Number of ELLs who have an alternate placement paraprofessional: 3

### 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 <u>3</u>							17	16	24					57
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>17</b>	<b>16</b>	<b>24</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>57</b>

\*EP=English proficient student

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	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**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: ____	Hispanic/Latino:
Native American: ____	White (Non-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							15	16	23					54
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2	3	2					7
<b>TOTAL</b>	0	0	0	0	0	0	17	19	25	0	0	0	0	61

## Part III: Assessment Analysis

**Assessment Breakdown**

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

**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)						9	10	13	7					39

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)						4	12	12	1					29
Advanced (A)						19	14	17						50
Total	0	0	0	0	0	32	36	42	8	0	0	0	0	118

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	20	3			23
6	29	2			31
7	34	2			36
8					0
NYSAA Bilingual (SWD)					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	22		5						27
6	20	7	6	2					35
7	30	8	1		1				40
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									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				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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)	23	31	24	1				
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

MS 390 uses the following assessments to assist teachers working with ELLs identify students' early literacy skills.

1. Fountas and Pinnell- running records
2. DRP
3. Periodic Assessments
5. Writing Baseline

The data reveals students are below grade level in reading and writing.

These assessment tools assist with informing the type of reading and writing skills students struggle with in order to drive the instruction and/or what intervention students need.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
When acquiring a new language, ELL students typically perform better in oral modalities of speaking and listening than written modalities which are reading and writing. NYSESLAT data reveals that across grades, students' scores decreased in listening and writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Patterns across NYSESLAT modalities in speaking, listening, reading and writing impact instructional decisions for teachers of ELLs. State assessment scores are paralleled with outcome targets as outlined in the Title III AMAO targets. Results are used to group students by proficiency levels, planning differentiated activities, drive small group instruction, and determine which researched based computerized programs students need.

4. For each program, answer the following:
  - a. 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?

ESL

- a. Across grades, there are few ELL beginners and intermediate students. Based on the NYSESLAT scores students performed better in speaking, listening, and reading than in writing. ELLs are not tested in their Native language.
- b. Teachers of ELLs are using the results of the ELL Periodic Assessments to assist with differentiating classroom instruction for grouping and individualized students' needs.
- c. The school is learning that students have diverse needs and as such instruction, resources, and learning targets have to be modified for each ELL Periodic Assessments. The native language of the students are used to strengthen new language acquisition and aids basic reading and writing skills.

Bilingual

- a. The majority of our ELLs in the Bilingual program are beginners based on their NYSESLAT scores. Students perform better in oral modalities of speaking and listening.
- b. Teachers of ELLs are using the results of the ELL Periodic Assessments to assist with differentiating classroom instruction for grouping and individualized students' needs.
- c. The school is learning that students have diverse needs and as such instruction, resources, and learning targets have to be modified for each ELL Periodic Assessments. The native language of the students are used to strengthen new language acquisition and aids basic reading and writing skills

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
6. At the beginning of the school year, all students are given different assessments such as Degrees of Reading Power, Common Core Reading and Writing Baseline, Periodic Assessments, ELA and Math Simulation (Tier 1) Based on students Degrees of Reading Power score, particular students and then given the Fountas & Pinnell Running Records which examines students fluency and comprehension in reading (Tier 2). Data is used to guide instruction and provide additional support to identify areas of concern. Based on DRP students are referred to researched based programs such as Access Code, Wilson, Word Generation, and often placed

AIS groups and in Extended Time.

Throughout the school, ELLs are being supported in the curriculum with some initial teaching/support of vocabulary and story content in their native language when possible. Content as well as ESL teachers provide visual support, additional modeling, visual cues, demonstration, and explanation of key phrases. Teachers support each other to scaffold tasks, and provide additional materials tying concepts to the student's background knowledge, interests and experiences- matching student's level of English acquisition and ability to respond.

7. How do you make sure that a child's second language development is considered in instructional decisions?  
Children's second language development is considered in instructional decisions when placing students in appropriate intervention programs and exposure to additional materials based on the students second language needs.
8. 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?

Not Applicable
9. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Formal assessments provide insight into students' needs and inform the effectiveness of our instruction and programs. AYP is measured through students performance on NYSESLAT. These results are then paralleled with outcome as set by the districts targets as outlined in the Title III AMAO targets. AMAO estimator tool is used to assist personnel with this process.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
  1. At M.S. 390, a Clerical Aide, Ms. Fiordaliza Ceballos, is in charge of the registration process for all students. When she registers new admits, she contacts the ESL teacher, Ms. Mabel Grullon who is a certified ESL teacher who speaks English and Spanish. Ms. Grullon begins the LEP Identification process. She conducts informal oral and formal interviews in English and Spanish. During this interview, the parent(s) is/are notified that they are required to view the video that describes possible program choices if their child is determined as an ELL based on their testing scores. 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 and if , 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.
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.  
The video that describes the program choices is shown within the ten days after parents register their child at our school. The parents view the video at a computer within the main office where the Parent Coordinator, Social Worker, Literacy Coach, ESL teacher, and/or the clerical aide discuss and make them aware of the program choices and answer any possible questions. Parents are offered translation services and/or spoken to in their native language. Once parents select a program, they fill out a Program Selection form. Based on the students score and the parents' requests, students are placed accordingly. When a parent fails to return the selection form, if the child is Spanish-speaking, we place the child in our Transitional Bilingual Education program (TBE). The ESL teacher then, records the ELL status of student, parent choice of program, and the program placement on the

ELPC screen in ATS.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
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. 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.  
Once the students are identified as ELLs based on their Language Assessment Battery-Revised score, the ESL teacher reviews these documents. When parents are consulted by the Clerical Aide, Parent Coordinator or ESL teacher, they are made aware of the different programs offered to ELLs in their native language. The program of their choosing is recorded on the Parent Selection form and HLIS. If parents do not select a program and the student speaks Spanish, the student is automatically placed in the bilingual program. The ESL teacher then formally records students ELL status on the ELPC screen in ATS and distributes Entitlement letters.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
Before the New York State English as a Second Language Achievement Test is administered, there are a few reports the ESL teacher utilizes on ATS to assist with identifying which ELLs and special education ELLs are eligible to take the assessment RLER. The reports that are used using ATS include: RADP, ELPC, RSPD, RELL, RSPE. The Assistant Principal, in charge of Special Education students, Ms. Lourdes Prieto-Lopez assist in this process as well. 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 test formally and informally. After checking students eligibility to take the NYSESLAT using the RLER, reviewing testing modifications for ELLs using the RSPE, the ESL teacher prints a blank ROCL report to highlight all ELL students eligible to be tested in the entire school. As the testing window opens in the Spring, the ESL teacher uses this report to assist with assuring all ELLs have been tested in each modality (Listening, Speaking, Reading, and Writing). While the ESL teacher assess all students in the ESL program she works closely with the bilingual teachers to assure all bilingual ELLs are tested.
6. 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.) 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.   
After reviewing Parent Surveys and Program selection forms, we find that approximately 90% of our parents decide to place their children in the bilingual program. The 10% remaining, decide they would like to place their child in an ESL program. Approximately 92% of our ELLs in the ESL program are Hispanic while 8% are from other ethnic groups. The program models offered at our school are very much aligned with parent requests. Very few parents take their children out of our bilingual program even after the students have tested out.

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?
  - c. At M.S. 390, we have several ways in which we deliver instruction to ELLs.
  - d.
    - a. All of our ELLs in 6th, 7th, and 8th grade monolingual classes, receive ESL instruction through a blended push-in and pull out model. ESL teacher, Ms. Grullon, and Mr Lopez, provide instruction to students who are mandated for services. The ESL students also receive instruction through content area teachers that infuse ESL methodologies into their practice. The content area teacher uses ESL methodologies by working with the ESL teachers, by either planning together, or using different resources or programs. In the TBE program, students receive instruction through content area teachers using ESL methodologies. The bilingual students receive instructions in their classrooms from pedagogues trained in ESL methodologies.
    - 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 by heterogeneously in the same grade, and in the same class. Having all the ELLs in the same class according to their grade level, helps the students be together other ESL students and the trained ESL teacher can service the students in one classroom.
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)?

To ensure that the mandated number of instructional minutes is provided in the ESL program. Both ESL teachers spend the mandated time in the students ELA class pushing in. The time is split through out the week, Advance students receive 180 minutes per week, about 5 periods a week. Intermediate and beginner students receive 360 minutes per weeks, about 10 periods per week. This time is split between both teachers reassuring each students receives the mandated time. In freestanding ESL, about 90% of instruction is in English, the other 10% can be a translation, or used of their native language dictionary. 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 eight 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% of the instruction is in English. The rationale for this is that some of our older students have advanced proficiency levels based on their NYSESLAT scores.
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 foster language development and meet the demands of the Common Core Learning Standards.
4. In the TBE program, 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 bases. 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 the Common Core Learning Standards. In the beginning of

the school year, students are given more native language instruction. In ELA, 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 manipulative. They also provide glossaries, dictionaries and reference charts to support student learning.

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

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, 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.

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

To ensure that all ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year, as a school we use a number of periodic assessments.

7. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

c. Describe your plan for ELLs receiving service 4 to 6 years.

d. Describe your plan for long-term ELLs (completed 6+ years).

e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

f. We differentiate instruction for our ELL subgroup 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, in particular our Academic Enrichment after school program. This after school programs provides extra ESL classes for the students. We provide them with snacks and different academic and social activities to engage in.

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 scaffold 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.

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.

e. For former ELLs we give them support through the push in model. When we push in to a class that have former ELLs we assist them only when they need help. We try to give them a chance to be able to do the work of a content based class without our support. The rational behind this is for the student to be able to understand English on their own without an ESL teacher. When the ESL teacher feels that the student might need help based on language, the ESL teacher will step in and support.

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

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

contents 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 access to grade level materials and resources as outlined in the Common Core framework. Many ELLs in Special Education attend the Extend Time program. The focus of these programs is to build upon the foundation of language development.

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

Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL SWDs in different ways. 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 and academic 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:			
Social Studies:			
Math:			
Science:			

### 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	45 minutes per day	45 minutes per day	45 minutes per day

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

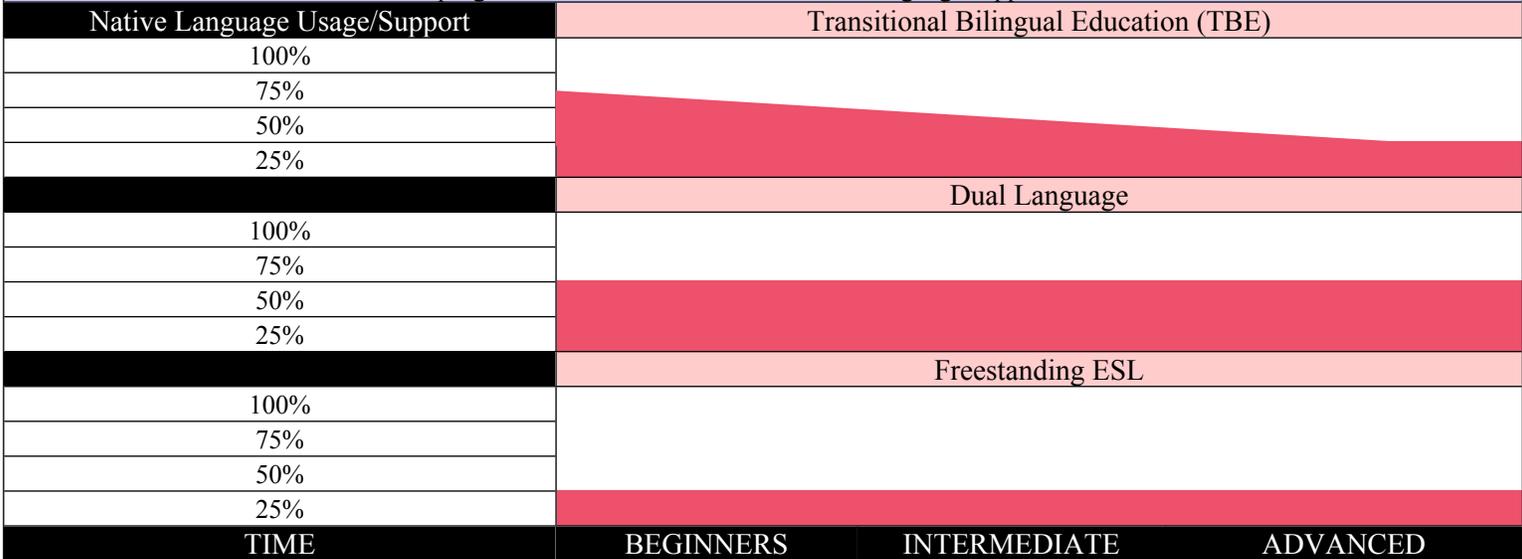
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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

**Native Language Usage and Supports**

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

10. 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.
- MS 390 targeted intervention programs for ELLs in ELA, Math, and other content areas include: Extended Time (Finish Line Reading CCSS second edition), Saturday Academic support in ELA and Math, technology based reading program Access Code, Math/ELA clinic for ELLs, After school Academic and Cultural Enrichment Program -exploring American culture through literacy.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- All staff at MS 390 are provided with school wide PDs which often looks at the current student data. All teachers are aware that they are teachers of ELLs and have received training on how to use ARIS as a tool to drive instruction (Note: ARIS provides options for teachers to see Former ELLs and current ELLs proficiency levels). Specific classes were also designed to group current ELLs together so ESL teachers can provide mandated hours in-class. The effectiveness of the current program has shown a retention rate 95%. In addition, students participating in Access Code show an increase in their performance and in engagement as record shows completion of each task.
12. What new programs or improvements will be considered for the upcoming school year?
- 6<sup>th</sup> grade ELA/Math Clinic -open to only 6 graders  
Saturday Math Clinic for 8<sup>th</sup> graders only.  
Afterschool Latin Dance Club - open to all  
Nutrition Club  
Knitting Club
13. What programs/services for ELLs will be discontinued and why?
- Sports and Arts is currently discontinued because of lack of funding.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs are identified for all available academic support services which are offered to the entire school population. They are embedded during daily program and during after school programs.
15. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- In order to support our ELLs, we use the following programs: Time for Kids, Access Code and Word Generation. Technology is also used to enhance teaching such as Samrtboard, Ipads and laptops. Glossaries, use of graphic organizers, picture books, and visuals are also part of instruction to support English Language Learners.
16. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- We deliver native language support in our TBE program in different ways. The teachers provide small group instruction, direct translation, differentiated instruction, use of glossaries and dictionaries, time allocation, and color coded charts in order to support the native language. As a community, we support native language development through allowing students the opportunity to use both their home languages and English to make meaning of the work. For our ESL program, the students are afforded the opportunity to refer to glossaries in their native language, grouped by proficiency levels and when need to be by language.
17. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Required services, support, and resources are determined by the students proficiency levels, ELA/Math scores, and in some cases their entry date in this country .
18. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- MS 390 assists newly enrolled ELL students before the beginning of the school year. We have a Summer Enrichment program,

Parent student Welcome Luncheon. For students who enroll throughout the school year, we invite them to participate in the the afterschool Enrichment program, and Academic and Cultural program.

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

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

N/A

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. At the beginning of the year we identify where teachers need training in the programs we have implemented such as: Access Code, Expeditionary Learning, and Word Generation. Staff are scheduled to attend in-house and outside training. The training for these programs are given in the beginning of the school year and sometime in March. Senior expert staff become a reliable source of support to staff implementing and using programs for the first time. ELL staff allocates time for planning meetings.

Upcoming workshops

January 14, 2014 — ESL/ELL

Join us for an evening of discovery on how schools are using Apple technology to meet the needs of their ESL/ELL populations.

January 12<sup>th</sup>- NYSITELL training and turn-keying to all bilingual and ESL teachers.

March 27, 2014 — Science, Technology, Engineering and Math (STEM)

May 20, 2014 — Accessibility

MSQI/FHI- Network PDs Spring dates pending- Access Code, Word Generation, Running Record

2. All ELL personnel at MS 390 have received professional development on the following...

- Access Code (web-based supplementary curriculum for struggling readers)
- Expeditionary Learning
- Common Core framework
- Differentiation of Instruction
- Social and Emotional Learning
- Data Analysis (ARIS)
- Data driven instruction (ARIS, Engrade, etc...)
- Reciprocal Reading
- Translanguaging Strategies
- ESL Methodologies (Q-TELL)
- Use of technology as an instructional tool (iPad, Smartboard, laptops)

3. Support staff assists ELLs as they transition from elementary to middle school by providing study skill presentations and social emotional Learning presentations to incoming 6th graders. In addition, support staff offers high school readiness and career exploration presentations primarily to seventh and eighth graders.

4. To meet the 7.5 hours of ELL training (10 hours for Special Education teachers) for all staff as per Jose P., teachers will participate and have participated in different workshops and training offered in-house, by our network (FHI 360), and other partnership organizations. Training includes guided reading, Common Core Framework, differentiating instruction, running record, etc.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?
  1. Parents are provided with monthly Saturday morning workshops on Engrade, Aris Parent Link in addition to adolescent development, immigrant rights, and other topics. Additionally, students are provided with training on peer mediation, conflict resolution, sex education, adolescent development, peer pressure, healthy relationships, and peer leadership.
  2. MS 390 community partners with other agencies or Community Based Organizations to provide workshops or services to ELL parents such as: NYC Commission for Human Rights, Planned Parenthood of NY, Morris Heights Health Center, St. Barnabas Hospital and Urban Health.
  3. Parent needs are evaluated based on what they state to members of our school community. Assistance is provided in housing, citizenship, social issues, and medical concerns, and understanding the school system.
  4. Based on the needs of the parents, the Parent Coordinator and school staff develop workshops and informational sessions.

## E. 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.

Paste response to question here:

## Part VI: LAP Assurances

**School Name:** \_\_\_\_\_**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Robert Mercedes	Principal		11/14/13
Lourdes Prieto-Lopez	Assistant Principal		11/14/13
Jose Duran	Parent Coordinator		11/14/13
Mabel Grullon	ESL Teacher		11/14/13
	Parent		1/1/01
Maria Adorno	Teacher/Subject Area		11/14/13
Raymundo Lopez	Teacher/Subject Area		11/14/13
Valerie Green-Thomas	Coach		11/14/13
	Coach		
Virginia Pou	Guidance Counselor		11/14/13
	Network Leader		
Guillermina Ceballos	Other <u>LCSW</u>		11/14/13
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 10x390

School Name: MS390

Cluster: 511

Network: FHI

**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 Bilingual Faculty and staff will assist in all oral translations involving parents and visitors. Based on surveys and interviews with parents and students we assessed our translation needs to ensure all families are serviced in a timely manner. Every document drafted in-house is translated primarily in English and Spanish. Currently, Spanish is our dominate language in the school community.

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.

At MS 390, once the need to translate documents and provide translation services to students and families are identified, we utilize our school data base such as ATS, school emergency cards, to inform staff of family preference.

## Part B: Strategies and Activities

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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.

At MS 390, Bilingual staff faculty members will provide translated written documents to families in their language of preference. Documents are translated as per schools procedures time line. Written translated services will be provided by in-house bilingual school staff.

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, Bilingual School counselor, Bilingual Social Worker, Community Associates, Office personnel, and school staff are bilingual and contribute with 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 in either Spanish or French.

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>.

MS 390 is committed to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by ensuring within 10 school days of a student's enrollment the primary language at home. All records are kept in a binder in the office and are inputted in ATS. At the primary entrance of the school, is a sign that shows visitors and students each of the most covered languages indicating the availability of interpretation and services.

## 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>	