



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DBN: (i.e. 01M001):**

**22K381**

**School Name:**

**MIDDLE SCHOOL 381: THE MIDDLE SCHOOL FOR THE NEW MILLENNIUM**

**Principal:**

**DR. MARY A. HARRINGTON, ED.D.**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name:     Middle School 381     School Number (DBN):     22K381      
School Level:     Intermediate     Grades Served:     6,7,8      
School Address:     1599 East 22 Street Brooklyn, New York 11210      
Phone Number:     718-252-0058     Fax:     718-252-0035      
School Contact Person:     Sara Moses     Email Address:     Smoses5@schools.nyc.gov      
Principal:     Dr. Mary A. Harrington, Ed. D.      
UFT Chapter Leader:     Maura Fiquet      
Parents' Association President:     Sheryl Braham      
School Leadership Team  
Chairperson:     Lynn Weiss      
Student Representative(s):     To Be Announced    

**District Information**

District:     22     Superintendent:     Ms. Julia Bove      
Superintendent's Office Address:     5619 Flatlands Avenue Brooklyn, New York 11234      
Superintendent's Email Address:     jbove@schools.nyc.gov      
Phone Number:     718-968-6117     Fax:     718-968-6252    

**Cluster and Network Information**

Cluster Number:     6     Cluster Leader:     Jose Ruiz      
Network Number:     CFN602     Network Leader:     Matthew Melchiorre

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dr. Mary A. Harrington, Ed. D.	*Principal or Designee	
Maura Fiquet	*UFT Chapter Leader or Designee	
Sheryl Braham	*PA/PTA President or Designated Co-President	
Not Applicable	DC 37 Representative, if applicable	
Not Applicable	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Not Applicable	CBO Representative, if applicable	
Lynn Weiss	Member/SLT Chairperson	
Andrea Bunting	Member/ Parent	
Ian Cruickshank	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the SCEP, not approval.

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

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

#### The Capacity Framework and SCEP Development

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



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
•	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
•	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
•	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
•	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
•	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: SCEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

### **Contextual Information About Our School Community**

Middle School 381 is located in the Midwood section of Brooklyn, New York and remains Community School District 22's only unzoned school serving grades 6, 7 and 8. Our school mission is ***"to ensure that all of our students are high school, college, and career ready on time. We are committed to improving our students' academic progress through research-based teaching strategies and frequent cycles of formative feedback in a positive and nurturing environment."*** Our 2014-15 Instructional Focus is universally understood and states that ***"Students will develop the skill of using textual evidence to support arguments, which will transfer to stronger writing across content areas. Teaching strategies include questioning to promote student engagement, higher order thinking and discussion in a blended learning environment."***

Strategic partnerships and special initiatives currently being implemented include our daily afterschool Sports and Arts Foundation Champions Program, New Classrooms School of One Program, and NYC Department of Education iLearn Program. In keeping with our instructional focus our entire school community is working towards utilizing instructional technology and blended learning strategies to promote improved academic performance and progress over time.

MS381's Sports and Arts Foundation Champions Program began two years ago and was expanded this year to include increased numbers of students as well as additional academic and enrichment activities. At present 120 students participate in daily Sports and Arts Foundation Champion Program activities daily from 2:30 to 5:30p.m. at our school. Activities offered vary in a cyclical fashion so as to most fully engage the students involved. At present technology, basketball, step dance, visual arts and library research groups are offered.

MS381's New Classroom School of One Program is now in its third year of schoolwide implementation. All students participate in the program which includes daily mastery learning activities, formative assessment and individualized mathematics lessons. MS381's New Classroom School of One Program was extended through the 2014-2015 school year by the NYC Department of Education in recognition of the progress made by our school relative to mathematics achievement.

MS381's iLearn Program is presently in its second year of implementation. During the 2013-14 more than 30 eighth grade students took and passed the New York State Integrated Algebra Regents having used iLearn software throughout the school year in their mathematics class. This 2014-15 our school therefore added a second New York State Regents class, Living Environment, to our instructional program and iLearn software inventory. At present 29 students are enrolled in our NYS Living Environment iLearn course. At present 20 students are enrolled in our NYS Integrated Algebra course. MS381 plans to add additional iLearn high school courses next year providing advanced level courses to eighth graders in the disciplines of foreign language and American History.

### **DTSDE Tenet Analysis for 2013-2014: Identified Strengths, Accomplishments, and Challenges**

The May 21, 2014 Priority and Focus School Quality Review Full Report for Middle School 381 identified an analysis of the school's performance relative to DTSDE tenets for the 2013-14 school year. Our school's perceived strengths, accomplishments and challenges were thus identified in the report. MS381's performance relative to DTSDE tenets during the 2013-14 school year is documented on pages 10 and 11 of the May 2014 PFSQR report. With respect to **Tenet 2, School Leader Practices and Decisions**, it was recommended that the school integrate various monitoring systems to link teacher observation data, student performance, and other measures of teacher practices to provide

ongoing, targeted professional development and to create a more comprehensive measure of teacher effectiveness.” Recommendations relative to **Tenet 3: Curriculum Development and Support** identified in MS381’s May 2014 PFSQR report included “ to expand the use of protocols and monitoring systems across the content areas for reviewing units of study, tasks, and rubrics to deepen alignment with the CCLS and content standards.” Recommendations pertaining to **Tenet 4: Teacher Practices and Decisions** identified in the May 2014 PFSQR report for MS381 included “ to further develop the teachers’ use of multiple sources of formative and summative data to adjust lesson plans, group students and implement adaptive instructional practices based on identified student strengths and needs to spur deep levels of student thinking and cognitive engagement leading to mastery of content and increased student learning. MS381’s May 2014 PFSQR identified recommendations pertaining to **Tenet 5: Student Social and Emotional Developmental Health**. According to the report, the school should “deepen the involvement of parents, teachers, and students in the decision-making process for cultivating the school culture and achieving the school’s vision for a comprehensive program to support student social and emotional developmental health.” Recommendations relative to **Tenet 6: Family and Community Engagement** were identified in MS381’s May 2014 PFSQR report. It was stated that “in collaboration with school staff, parents and other community agencies, refine the school’s plan for professional development, internal systems and structures, and targeted support to ensure that school staff increase and sustain effective partnerships with families to support student learning and growth.”

**Key Areas of Focus for the Current 2014-2015 Academic Year** at Middle School 381 have been communicated to all members of the school community in the school’s Instructional Focus Statement. All students, parents and staff know and understand the focus for this year which states that *“Students will develop the skill of using textual evidence to support arguments, which will transfer to stronger writing across content areas. Teaching strategies include questioning to promote student engagement, higher order thinking and discussion in a blended learning environment.”*

### 22K381 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	328	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	11
Types and Number of Special Classes (2014-15)					
# Visual Arts	15	# Music	N/A	# Drama	N/A
# Foreign Language	5	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	68.7%	% Attendance Rate			94.9%
% Free Lunch	55.2%	% Reduced Lunch			2.1%
% Limited English Proficient	5.0%	% Students with Disabilities			16.6%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			63.6%
% Hispanic or Latino	20.1%	% Asian or Native Hawaiian/Pacific Islander			7.4%
% White	9.0%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	15.17	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			6.35
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	19.0%	Mathematics Performance at levels 3 & 4			21.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			69.1%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A

Students with Disabilities	YES	Limited English Proficient	N/A
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White	YES	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	N/A
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		
<b>Accountability Status – High Schools</b>			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

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

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	QR-1.1 D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	QR 1.1 -D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	QR-N/A
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	QR-N/A

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Pages 7 and 8 of the May 21, 2014 Priority and Focus School Quality Review Full Report for Middle School 381 describe ‘What the school needs to improve.’ Three areas of improvement were identified including the following:

- 1) Refine the work in curriculum development to include the analysis of student work and the identification of patterns and trends to ensure that teachers plan rigorous activities for all students that are embedded coherently across grades and subjects, resulting in the promotion of college and career readiness.
- 2) Expend the use of ongoing checks for understanding and student self and peer assessment across the content area classrooms to inform effective and meaningful adjustments to lessons that result in improved student mastery.
- 3) Deepen teachers’ capacity to strategically provide multiple entry points and high quality supports and extensions into the curricula so that all learners can demonstrate higher order thinking skills and engage in appropriately challenging tasks.

On Pages 5 and 6 of the May 21, 2014 Priority and Focus School Quality Review Full Report for Middle School 381 describe “What the school does well.” Three areas of strength were identified including the following:

- 1) The school makes strategic key decisions around budget and the use of structured staff time for inquiry and collaborative planning that supports school-wide goals resulting in improved student work products across the school.
- 2) School leaders support teacher development with targeted feedback and professional development opportunities that foster the attainment of school-wide goals for professional growth resulting in a school-

wide culture of professional learning and reflection.

- 3) School leaders and staff work collaboratively to create a mutually inclusive culture that results in an environment that cultivates enhanced academic and social-emotional growth resulting in a 29% reduction in student suspensions.

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Our school’s 2014-15 goal for improving student outcomes and school performance is to increase the number of students performing at or above grade level on the Spring 2015 English Language Arts and Mathematics examinations by 5% as measured by a comparison of students’ 2014 and 2014 performance level scores.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Supplemental instructional time devoted to English Language Arts Common Core Curriculum tasks for all students; 90 minute instructional blocks 5 days per week.	All students	September 2014 to June 2015	Assistant Principal Victoria Hippolyte Agard
Supplemental instructional time devoted to Mathematics Common Core Curriculum tasks for all students; 90 minute instructional blocks 5 days per week.	All students	September 2014 to June 2015	Assistant Principal John Norton
Supplemental instructional time to address the needs of students with disabilities, English language learners, and lowest performing general education students via Saturday morning classes.	ELL, SWD, PL1 students	January , February and March 2015	Saturday Program Supervisors (To be Announced)
In order to increase parent involvement and engagement , parent-child literacy and numeracy activities will also be carried out on Saturday mornings beginning January 2015.	ELL, SWD and PL1 students’ parents	January to June 2015;	Saturday Program Supervisors; MS381 Parent Coordinator Michelle Turner; PA President Sheryl Braham

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Facilities, staffing, instructional supplies and parent engagement materials will be needed to effectively carry out the proposed Saturday Academic Enrichment Program at MS381 beginning January 2015.

**Part 5 – Budget and Resource Alignment**

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

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
Priority/Focus Schools funds totaling \$64,981.00 were added to the MS381 budget on 12/2/14 to support sustained school improvement throughout the 2014-15 school year. Priority/Focus Parent Engagement funds totaling \$2567.00 were added to the MS381 budget on 12/2/14 in order to most fully engage parents in the improvement process this year.													

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>													
<p><u>Students’ performance scores on Fall and Winter Measures of Student Learning (MOSL) assessments, combined with their first and second marking period report card grades will be analyzed to indicate school progress toward meeting goals specified. Midpoint progress monitoring will be completed between Febraury 15 and February 28, 2015.</u></p>													
<p><b>Part 6b.</b> Complete in <b>February 2015.</b></p>													
<ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>										Yes		No	
<ul style="list-style-type: none"> <li>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>													
To Be Determined in February 2015													

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

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	QR 1.4-P
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	QR 1.4-P
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	QR 1.4-P
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	QR 1.4-P

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

On page 11 of the May 2014 Priority and Focus School Quality Review Report for MS381 it is stated that the school should “(5.4) Deepen the involvement of parents, teachers and students in the decision making process for cultivating the school culture and achieving the school’s vision for a comprehensive program to support student social and emotional developmental health.”

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Our goal for the 2014-15 school year relative to students’ emotional and social development is to increase by 5% the number of students involved in afterschool, Saturday and other extracurricular activities including the MS381 student council by June 2015.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> </ul>			

<ul style="list-style-type: none"> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			
Monthly MS381 Student Council meetings on Tuesdays	1-2 students per official class	Monthly December 2014 to June 2015	Lauren DePrisco, PBIS and Student Council Coordinator
Daily Afterschool Program in Collaboration with the Sports and Arts Foundation (SASF)	120 participating students	Daily 2:30 to 5:30 P.M.	Patrick Lawler, SASF Education Specialist
Saturday Academic Enrichment Program	ELL, SWD, PL1 students	Saturdays 9am to 12pm Jan. to March 2015	Saturday Program staff to be announced

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

It is anticipated that Priority Focus funds awarded to MS381 in December 2014 will be sufficient to provide human and other resources required for the Saturday program beginning in January 2015.

#### **Part 5 – Budget and Resource Alignment**

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

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Priority/Focus Schools funds totaling \$64,981.00 were added to the MS381 budget on 12/2/14 to support sustained school improvement throughout the 2014-15 school year. Priority/Focus Parent Engagement funds totaling \$2567.00 were added to the MS381 budget on 12/2/14 in order to most fully engage parents in the improvement process this year.

#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

A midyear assessment of student suspensions and OORS incident data will be carried out to assess the effectiveness of social and emotional developmental programs. Attendance records relative to the Saturday program will be reviewed mid-program at the end of January.

**Part 6b.** Complete in **February 2015.**

- |  |  |     |  |    |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>                                     |  | Yes |  | No |
| <ul style="list-style-type: none"> <li>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul> |  |     |  |    |

Not Yet Applicable



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

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	QR 4.1-P
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	QR 4.1-P
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	QR 4.1-P
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	QR 4.1-P

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Recommendations relative to DTSDE Tenet 4 in the May 2014 Priority and Focus School Quality Review Final Report are identified on page 10. According to the report, MS381 should "further develop the teachers' use of multiple sources of formative and summative data to adjust lesson plans, group students and implement adaptive instructional practices based on identified student strengths and needs to spur deep levels of student thinking and cognitive engagement leading to mastery of content and increased student learning."

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of MS381 teachers will collect and analyze data relative to student performance including formative and summative data and provide evidence of adjustments made to lessons based on these data sets.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> </ul>			

<ul style="list-style-type: none"> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			
Monday afterschool professional development sessions	MS381 teachers	Weekly; September 2014 to June 2015	School Leaders and Evaluators
Inclass teacher observations conducted in accordance with collective bargaining agreements	MS381 teachers	Options 1,2,3,4	School leaders and Evaluators

#### Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human and instructional resources are provided via tax levy funds throughout the school year.

#### Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

#### Part 6 – Progress Monitoring

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

The NYCDOE Advance system provides online and print resources for the purpose of teacher evaluation and progress monitoring. Monthly and quarterly snapshots are created to ensure that all MS381 teachers are progressing relative to Danielson Framework expectations.

**Part 6b.** Complete in **February 2015**.

<ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
<ul style="list-style-type: none"> <li>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				
Not Yet Applicable				

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

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	QR 1.3-P
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	QR 1.3-P
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	QR 1.3-P
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	QR 4.1-P

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Recommendations relative to Tenet 2: School Leader Practices and Decisions were identified for MS381 on page 10 of the May 2014 Priority and Focus School Quality Review Report. The report recommended that the school "integrate various monitoring systems to link teacher observation data, student performance, and other measures of teacher practices to provide on-going targeted professional development and to create a more comprehensive measure of teacher effectiveness."

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 the Principal and Assistant Principals will complete all inclass formal and informal observations of MS381 teachers and provide specific feedback leading to improved teacher effectiveness. At least 5 of MS381's teachers will move from one performance category to another as evidenced by Advance observation reports and analysis tools.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
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for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<i>Who will be targeted?</i>	<i>start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
MS381 teachers opting for formal and informal observations will be evaluated as per UFT contractual guidelines.	MS381 Teachers	October 2014 to May 2015	MS381 Principal and Assistant Principals
MS381 teachers opting for informal observations only will be evaluated as per UFT contractual guidelines.	MS381 Teachers	October 2014 to June 2015	MS381 Principal and Assistant Principals

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Tax levy resources are available to carry out teacher effectiveness evaluations for the 2014-15 school year.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.												
	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>		<b>P/F Set-aside</b>	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.												

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: <ul style="list-style-type: none"> <li>• Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>• Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
Midyear teacher evaluation analysis will be carried out using Advance and other tools in February 2015.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
<ul style="list-style-type: none"> <li>• Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
<ul style="list-style-type: none"> <li>• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				
Not Yet Applicable				

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

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	QR 1.4-P
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	QR 1.4-P
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	QR 1.4-P
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	QR 1.4-P

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Recommendations relative to Tenet 6: Family and Community Engagement are identified on page 11 of the May 2014 Priority and Focus School Quality Review Report for MS381. According to the report, the school should “in collaboration with school staff, parents and other community agencies, refine the school’s plan for professional development, internal systems and structures, and targeted support to ensure that school staff increase and sustain effective partnerships with families to support student learning and growth.”

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the number of families participating in parent-child engagement activities at MS381 will increase by 10% as measured by attendance records relative to Saturday engagement workshop sessions.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the</i>
<ul style="list-style-type: none"> <li>Research-based instructional programs, professional</li> </ul>			

development, and/or systems and structures needed to impact change <ul style="list-style-type: none"> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			<i>activity/strategy?</i>
Saturday Family Engagement Workshop Sessions	Parents of ELL, SWD and PL1 students	January to June 2015	Michelle Turner, MS381 Parent Coordinator and School Leaders
Tuesday afternoon Parent Communication sessions weekly	All parents	September 2014 to June 2015	MS381 teachers and supervisors

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Tax levy and Priority Focus Parent Engagement funds will be utilized to carry out planned activities

**Part 5 – Budget and Resource Alignment**

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

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
Tax levy and Priority Focus Parent Engagement funds will be utilized to carry out planned activities													

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Weekly and monthly data relative to parent engagement will be collected and analyzed by Parent Coordinator Michelle Turner

**Part 6b.** Complete in **February 2015.**

- |  |  |     |  |    |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>                                     |  | Yes |  | No |
| <ul style="list-style-type: none"> <li>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul> |  |     |  |    |

Not Yet applicable

**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</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>English Language Arts (ELA)</b>	Performance Level 1 on Spring 2014 Exam	NYC Core Curriculum (Expeditionary) Grade 6-49 students, Grade 7-29 students, Grade 8-32 students.	Small group instruction	During the school day, Saturday AIS program
<b>Mathematics</b>	Performance Level 1 on Spring 2014 Exam	School of One Program; NYC Core Curriculum; Grade 6-37 students Grade 7-37 students Grade 8-39 students	Small group and individualized instruction	During the school day, Saturday AIS program
<b>Science</b>	Performance Level 1 on Grade 7 Spring 2014 ELA and/or Math Exam	Blended Learning programs; NYC Core Curriculum; 39 Level 1 PL Math students in Grade 8	Small group instruction	During the school day, Saturday AIS program
<b>Social Studies</b>	Performance Level 1 on Spring 2014 ELA and/or Math Exam	Blended Learning programs; NYC Core Curriculum; 32 Level 1 PL Math students in Grade 8	Small group instruction	During the school day, Saturday AIS program
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	English Language Learners	Grade 6-7-8-28 students	Small group instruction	During the school day, Saturday AIS program

## Section 7: Title I Program Information

**Directions:**

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an “X” your school’s Title I Status.

<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

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

Newly hired teachers at MS381 are completing certification requirements. All continuing teachers at the school remain highly qualified.

**2b. 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).

MS381 staff participate in ongoing professional development activities onsite, in cooperation with Children First Network 602, District 22 and the New York City Department of Education to enable students to meet Common Core Standards. Onsite job embedded professional development is carried out by Principal Harrington and Assistant Principals Agard and Norton.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

Not Applicable

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

Teachers participate in the decision making process relative to the use and selection of appropriate multiple assessment measures via daily common planning sessions, maintaining data folios for students served, and revising learning tasks to better meet students' needs and improve instruction.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal	\$256,694	X	See pp. 7-21
Title I Priority and Focus School Improvement Funds	Federal	\$64,981	X	See pp. 7-21
Title II, Part A	Federal	Translation-\$930	X	See pp. 7-21
Title III, Part A	Federal	Not Applicable		
Title III, Immigrant	Federal	Not Applicable		
Tax Levy (FSF)	Local	\$2,064,980	X	See pp. 7-21

**<sup>1</sup>Explanation/Background:**

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

### Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Middle School 381**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

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

### School-Parent Compact (SPC)

**Middle School 381**, 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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

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

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

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>22</b>	Borough <b>Brooklyn</b>	School Number <b>381</b>
School Name <b>Middle School</b>		

### B. Language Allocation Policy Team Composition [i](#) 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>Mary Harrington</b>	Assistant Principal <b>Victoria Agard</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Viktoriya Rekheler</b>	Guidance Counselor <b>Rebecca Jompulsky</b>
Teacher/Subject Area <b>ESL</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Michelle Turner</b>
Related Service Provider <b>type here</b>	Other <b>type here</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>1</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>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>1</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</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>365</b>	Total number of ELLs	<b>20</b>	ELLs as share of total student population (%)	<b>5.48%</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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
SELECT ONE							4	2	1					7
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	4	2	1	0	0	0	0	7

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	4
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	3

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	13	0		4	0		3	0		20

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	13	0	0	4	0	0	3	0	0	20
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

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

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
<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							3	4	0					7
Chinese							0	0	0					0
Russian							2	2	3					7
Bengali							0	0	1					1
Urdu							0	0	0					0
Arabic							0	0	0					0
Haitian							1	0	1					2
French							1	0	0					1
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							0	0	1					1
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>6</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>19</b>

## 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)							0	0	1					1
Intermediate(I)							3	3	3					9
Advanced (A)							4	3	3					10
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>6</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>20</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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					0
6	5	1	0	0	6
7	4	2	0	0	6
8	2	0	0	0	2
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									0
6	5		1		1				7
7	4	0	0	2	0	0	0	0	6
8	3	0	0	0	0	0	0	0	3
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	0	0	0	0	0	0	0	0
8	1	0	1	0	2	0	0	0	4

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	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)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.  
The assessment tool used to assess the early literacy skills of all students at MS 381, including ELL students, was the New York City Performance Assessment from Measures of Student Learning (MOSL). In addition, the ESL teacher also administered LAB-R and NYSESLAT, which assessed students understanding in speaking, writing, listening and reading of the English language.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Based on student performance on LAB-R, over the past few years, proficiency levels of newly admitted students has been predominantly at the beginner's level for students across all grades. Conversely, NYSESLAT student performance has demonstrated proficiency mainly at the intermediate level and/or advanced level for all students across all grades.
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](#))  
The 2013 NYSESLAT combined modality sets analysis has not been released by SED as of 12/09/13.
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?

Ells are performing comparable to native language students on English Tests. For example, on the NYS ELA exam given in April 2013, students citywide showed a drop in performance level of students performing at state standards (i.e. level 3 and 4), with most students performing at a level 2 and/or level 1 proficiency level. Similar results were attained by ELL students at our school.
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](#).)  
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?  
One of method to determine what English Language instruction is received by ELL students in the ESL classroom is by analyzing the NYSESLAT test. The ESL teacher analyses their scores in the writing, reading, listening, and speaking parts of the test. Based on that, students receive different target instruction during ESL lessons as well as in other subjects. We evaluate the success of our program for ELLs based on the results of formal and informal assessment tests as well as the students' performance across the curriculum.
7. 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
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We evaluate the success of our program for ELLs based on the results of formal and informal assessment tests, high stakes accountability performance assessments (meeting AYP) on as well as the students' performance across the curriculum.

## 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](#).)  
In order to identify those students who may possibly be ELLs our school is administering the Home Language Identification Survey (HLIS) that includes the informal oral interview in English and in the native language, and the formal initial assessment. An experienced ESL teacher, Ms. Rekheler, who is bilingual, is the person who conducts the initial screening, administrating the HLIS, the LAB-R (visin 10 days of registration, if necessary), and the formal initial assessment.  
The New York State English as a Second Language Achievement Test (NYSESLAT) is being used annually to evaluate ELLs. This test is given to the students at the end of each school year. ELLs take NYSESLAT in groups in four different sessions that include listening, speaking, writing and reading. The transition from one level to the next is made according to the scores of this test. While identifying ELL students to be serviced in the ESL instructional program, the ESL teacher reviews each candidate's exam

history, and, if necessary, the formal initial assessment (LAB-R) is given. After collecting the test results, if a student is eligible for the program, the ELL teacher contacts the parents for a meeting. When the Program Selection form is returned, the parents are notified in their native language that their child was identified for the ESL instructional program.

Spanish, Russian and Haitian Creole speaking parents are provided with translators as needed via school staff resources. Spanish LAB is administered to newly admitted students after taking the LAB-R based upon need and performance.

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.  
MS 381 ensures that parents understand all three program choices: Transitional Bilingual, Dual Language, and Free Standing ESL. Parents of newly enrolled LEP students are provided with orientation session where standards, assessments, school expectations, and general requirements for ELL program are discussed. Those meetings are held on a school day according to teacher/parent agreement. Parents are sent letters where the available time for the meeting is indicated. The ESL teacher contacts the parents over the phone if there is no response to the letter. Within the sessions the ESL teacher provides information verbally and with the help of a video in the native language of the parents. If verbal translation is necessary a translator is provided.

We have never had a parent request a Dual Language option. Parent outreach is carried collaboratively by school staff and includes the use of videotaped program information and brochures in many languages.

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 [\[see tool kit\]](#).)

Our school ensures that entitlement letters are distributed, and Parent Survey as well as Program Selection form are returned. The ESL teacher is responsible for distributing and collecting all the documents from the above. There is only a Free Standing ESL program in our school. Therefore, we inform parents that if the Program Selection form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154, and the student may be transferred to a school where the program is available. After the student is identified for placement in the ELL instructional program, he/she is assigned to a group based on one's language proficiency (Beginning, Intermediate, or Advanced level.) After reviewing the Parent Survey and Program Selection forms for the past few years, we can conclude that all of the parents have chosen a Free Standing ESL program for their children that is offered in our school.

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.

One of the criteria to determine what instruction the ELLs receive in ESL, is the NYSESLAT test. The ESL teacher analyses their scores in the writing, reading, listening, and speaking parts of the test. Based on that, students receive different target instruction during ESL lessons as well as in other subjects. We evaluate the success of our program for ELLs based on the results of formal and informal assessment tests as well as the students' performance across the curriculum.

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.

The steps taken to administer all sections of the NYSESLAT include those required for all NYS standardized examinations. Students are deemed eligible, tested as required, and results reviewed for instructional purposes and program placement for subsequent school years.

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.   
No patterns have been noticed after reviewing Parent Surveys and Program Selection forms.

## 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])?
  - a. There is a Freestanding ESL pull-out program in I.S. 381. This school year we have the following breakdown of English Language Learners students: seven Spanish, two Haitian Creole, seven Russian, one Albanian, one Bengali and one French student. There are seven sixth graders, six seventh graders and six eighth graders. In sixth grade we have four students at the advanced level and three at the intermediate level. In seventh grade we have three students at the advanced level and three students at the intermediate level. In eighth grade we have, three students at the advanced and three students at the intermediate level. All of them receive the mandatory minutes of instruction in ESL such as: beginners and intermediate – 360 min. advanced – 180 minutes a week. The transition from one level to the next is made according to the scores of NYSESLAT that takes place at the end of each school year. All ELL's take content area state tests, excluding, in some cases, ELA. The program offered at our school aligns with what parents have been requesting.
  - b. ESL instruction is based on four modalities: Reading, Writing, Listening and Speaking. The weakest one for all ELLs is writing. During lessons, students participate in small groups, task-oriented activities that guide the production of language both in verbal and written form. They use textbooks, library and instructional materials that are aligned with the school's core curriculum and reflect language of instruction. One of the criteria to determine what instruction the ELLs receive in ESL, is the NYSESLAT test. The ESL teacher analyses their scores in the writing, reading, listening, and speaking parts of the test. Based on that, students receive different target instruction during ESL lessons as well as in other subjects. We evaluate the success of our program for ELLs based on the results of formal and informal assessment tests as well as the students' performance across the curriculum. The school has implemented an instructional program that regularly ensures continuity of language development to meet the Common Core Learning standerts. Teachers scaffold academic language throughout the curriculum to assure students' participation in content areas. They use visuals to support students' understanding. Those ELLs who are in the program for more than one year, take Common Core subject tests. They are aligible for taking the tests in their native language as well as to receive all ELL testing accomodations.
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)?

Our school organizational structure ensures that students have the mandated number of instructional minutes provided to them. All beginners and intermediate level students are serviced for 360 minutes per week. Advanced students are serviced for 180 minutes per week.
  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.

The Expeditionary Learning Core Curriculum Model contains appropriate language development supports for ESL students. The stories that are based on the students' culture help to connect to their prior experiences. Students are taught close reading strategies to help better understand the text and find the gist of the story. The instruction is designed to mediate the learning of various proficiency classifications: newcomers, SIFE, long terms ELL's, beginner, intermediate and advance proficiency levels. This school year we do not have SIFE students. Long-term ELLs are getting mandatory minutes of instruction in ESL along with additional help in content areas. For newcomers teachers model the use of language in the ways in which students could participate. Language functions, language structures, and vocabulary lessons are planned as part of every topic. We provide students who are less proficient in language the necessary time to interact with those who are more proficient. However, newcomers are guided by the ESL teacher throughout the whole lesson. The special education students that participate in the program are able to work with their classmates according to their level of English proficiency. At the same time they receive rigorous instruction on the topic of the lesson.

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

As appropriate, students are tested in the native language.

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

ELLs are evaluated using LAB-R and NYSESLAT. The teacher then reviews the results of the test in all four modalities. Future instruction is planned based on performance.

6. 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).

At present, no SIFE students are in attendance. Newcomers have intensive instruction as needed and support in their native language. Parents and family members are engaged in the program.

Native language support is systematic and not limited to the ESL classroom in our school. In addition to glossaries, dictionaries, and materials in the native language of ELLs, our school personnel assist students during the school day by providing whole group academic intervention services in core subjects of English language Arts and Mathematics. Students also use various technology to support their learning of content material, such as i-pad, laptops and kindle. Our students receive help with content and concepts (in their native language) in their subject-area classes. Teachers group students of the same language for different activities so they can assist each other and respond in their native language. In addition to that, the ELLs participate in after and before school programs, as well as in summer school. The students who have reached the proficiency level (tested out of the NYSESLAT), continue getting help across the content areas.

For students who are longer-term ELLs, instructional time is limited and the teacher provides additional subject area support. Former ELLs are supported by the ESL teacher with respect to promoting ongoing academic success.

7. 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?

Strategies are adapted as needed to best meet the learning needs of students with disabilities (SWD).

8. 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?

Flexibility enables our school to foster the achievement of IEP goals for all SWDs. Schedules are flexible, an open door parent policy is in effect. Of the more than 60 students with disabilities in attendance at MS381, the majority of students with IEPs are members of collaborative team classes.:

### 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:			

### 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

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
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.



75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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

9. 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.  
**Our AIS program is fully inclusive and involves all students with disabilities and ELLs.**
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
**According to our NYS report card results, ELL students are making adequate yearly progress on standardized examinations.**
11. What new programs or improvements will be considered for the upcoming school year?  
**An increased emphasis on the use of technology**
12. What programs/services for ELLs will be discontinued and why?  
**None**
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
**We have both afterschool and Saturday supplemental programs. ELLs are involved and attending both.**
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
**We have adopted the Expeditionary Learning system for Language Arts**
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
**Native language support is delivered as needed in our ESL and regular class programming in several languages.**
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
**All services support and correspond to middle level instructional strategies and adolescent levels of development.**
17. 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.  
**Summer school opportunities are afforded to newly enrolled ELL students.**
18. What language electives are offered to ELLs?  
**As offered in the regular school program**
19. 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)?

**NOT APPLICABLE**

### 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.

The professional development plan for all ELL personnel at the school mirrors that of our English Language Arts teachers. Our ELL teacher also participates in specific professional development activities offered by network, district, and central office staff for Teachers of English for Speakers of Other Languages. Common Core Learning Standards are addressed in English Language Arts using the Expeditionary Program.

Transition to high school is a difficult time for many middle school students, particularly for ELLs. Our School Guidance Counselor, Parent Coordinator, Assistant Principal and teachers help make students' journey beyond Middle School 381 a smooth and successful one.

As required by legal mandates, teachers participate in job embedded and explicit training relative to successful strategies for teachers of ELLs. Assistant Principals and our Teacher of English to Speakers of Other Languages provide supervisory and collegial support, respectively.

### 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?

Our school plans activities in family, cultural and language background of ELL students' to celebrate and include them in the school community and to educate staff about its diverse student population. There are sustained activities for informing and orienting parents about the LAP. In addition, parental involvement also takes place at the district/network level. Our network, Children's First Network (CFN) 602 provides workshops to assist and support parents of ELL students. This is provided via ELL teacher communication.

### 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.

NOT APPLICABLE

## **Part VI: LAP Assurances**

School Name: MS381

School DBN: \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mary Harrington	Principal		11/14/13
Victoria Agard	Assistant Principal		11/14/13
Michelle Turner	Parent Coordinator		11/14/13
Viktoriya Rekheler	ESL Teacher		11/14/13
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Rebecca Jompulsky	Guidance Counselor		11/14/13
Julia Bove	Network Leader		11/14/13
	Other _____		

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

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

DBN: **22k381**

School Name: **Middle School 381**

Cluster:       

Network: **602**

**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.

M.S. 381's Home Language Report (RHLLA) 2013-2014 revealed that immigrant students speak the following primary languages: Spanish- 7 students, Russian -7 students, Haitian Creole -2 students, Bengali -1 student, Albanian -1 students, and French -1 student. Within a few days of a student's enrollment, the school determined the primary language spoken by the parent of each student enrolled in the school and provided appropriate and timely language assistance to effectively communicate with teachers, guidance counselors, school nurse, parent coordinators or other school staff regarding critical information about the child's education.

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.

In order to determine our school's written translation and oral interpretation needs, the certified ESL teacher first reviews the ELL students' Home Language Reports, conducts informal interviews with the parents of new ELL admits through parent orientation at the beginning of the school year, as well as throughout the school year as other new students get admitted. Family primary language is maintained by the school and can be accessed via ATS, as well as on the students' emergency card. For the year 2013-2014, M.S. 381 has approximately 75% of parents requiring native language translation. These parents require translation of documents regarding, but not limited to students' specific school information: a) health b) safety c) legal or disciplinary matters d) entitlement to public education or placement in any Special Education English language learner or non-standard academic program. They also require oral interpretation assistance in order to communicate with school staff and school officials regarding critical information about their children's education.

## 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.

In order to address the identified ELL needs indicated in Part A, the school provides parents with translated versions in different languages for the Home Language Identification Forms, parent brochures and surveys, Program Selection Forms, and Parent Notification Forms. Language translation and/or interpretation assistance is offered in Russian and Spanish. Other languages not available in the school are provided by an outside vendor.

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.

M.S. 381 provides oral interpretation services to parents who request such service in order to communicate with school officials and staff regarding pertinent information on their child's education. Such interpretation service is provided by onsite school staff in the following languages, Spanish and Russian. Interpretation in other languages is provided by an outside vendor.

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>.

M.S. 381 will fulfill Section VII of the Chancellor's Regulations A-663 in the following ways:

1. Post signs in each of our students' native languages in a conspicuous location at or near the school's primary entrance,.
2. Provide parents with a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services. Parents may also be directed to the following website to access translated versions of this document in various languages: <http://schools.nyc.gov/Parents/NewsInformation/BillofRights.htm>.
3. M.S. 381's School Safety Plan will include procedures that will allow parents in need of language access services to contact the school's administrative office when issues concerning their child's safety is of concern, and thus not limit them solely because of language barriers.