

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

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

**17K394**

**School Name:**

**THE MARY MCLEOD BETHUNE SCHOOL 394**

**Principal:**

**GUENDALINA SHAW-PIETERS**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: \_\_\_\_\_ School Number (DBN): 17K 394  
School Type: Elementary & Middle School Grades Served: Pre-K thru 8  
School Address: 188 Rochester Avenue\Brooklyn, NY 11213  
Phone Number: (718) 756-3164 Fax: (718) 756-3177  
School Contact Person: Guendalina Shaw-Pieters Email Address: gshawpieters@schools.nyc.gov  
Principal: Guendalina Shaw-Pieters  
UFT Chapter Leader: Afiya Callender  
Parents' Association President: Donna Davis  
SLT Chairperson: Guendalina Shaw-Pieter17  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 17 Superintendent: Clarence G. Ellis  
Superintendent's Office Address: 1224 Park Place Room 130\Brooklyn, NY 11213  
Superintendent's Email Address: Cellis3@schools.nyc.gov  
Phone Number: (718) 221-4372 Fax: (718) 221-4326

**Cluster and Network Information**

Cluster Number: 4 Cluster Leader: Christopher Groll  
Network Number: 410 Network Leader: Kamal Salfarlie

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

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and 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)
Guendalina Shaw-Pieters	*Principal or Designee	
Afiya Callender	*UFT Chapter Leader or Designee	
Dona Davis	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Chevon Parron	Member/ Parent	
Ivette Hagins	Member/ Parent	
Lashanda Tompkins	Member/ Parent	
Ms. Williams	Member/ Parent	
Sophine Watson	Member/ Teacher	
Zenobia Fypher	Member/ Teacher	
Camille Pyle	Member/ Teacher	
	Member/	

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

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

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

#### The Capacity Framework and CEP 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 Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement 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.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> <li> <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. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. </li> </ul>	
<ul style="list-style-type: none"> <li> <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. </li> </ul>	
<ul style="list-style-type: none"> <li> <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. </li> </ul>	
<ul style="list-style-type: none"> <li> <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. </li> </ul>	
<ul style="list-style-type: none"> <li> <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 </li> </ul>	

administrators value each other.

## **The Quality Review and the Capacity Framework**

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

### **NYCDOE's Quality Review (QR)**

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

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- 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 CEP 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:** 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 3:** 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 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** 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: CEP 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 areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Mary McLeod Bethune School 394's mission is to create an environment that recognizes, celebrates and respects the cultural diversity of our school's community. Through standards-driven instruction, our youngsters will be: empowered with learning experiences that will maximize their academic achievement and develop their self-esteem; taught to become proficient, critical and informed lifelong learners: prepared to live and compete in our changing technological world. We are also known as the Center for Mathematics, Science, Technology & Performing

Arts. Therefore, in addition to our students taking the State Mathematics and English Language Arts assessments, many also take the Algebra 1 and Living Environment Regents. All of our students are immersed in the use of various types of Technology. All of our classrooms are equipped with computers or the availability of a lap-top cart. More than 1/2 of the teachers integrate the use of smart-boards and or document cameras to enhance their daily lessons. Our visual and performing Arts Program begins in Pre K and continue through 8<sup>th</sup> grade. This is aligned to the criterion set in the Elementary and Middle School Academic Policies. However, upon entry to third grade, our students are provided visual and performing arts by a dedicated visual arts and music teacher. Due to the diverse abilities of our teachers, we are able to offer our students club activities during lunch hours or during after-school on Fridays. Some of the activities the students engage in are crochet, robotics, basketball, chorus, Technology, and Regents classes.

We are proud to have maintained community partnerships as well as fostered new partnerships. Some community partnerships that continued to be woven into the fabric of PS\MS 394 are: Urban Advantage, New Victory Theatre, Studio In the School, MSQI Middle School Quality Initiative, National SAM Innovation Project, Robin Hood Foundations-Making Pre-K count, Parent Corp-Pre K\K, Cook –Shop, Champs and BOKS. Some of the most recent partnerships we have been able to develop are: Friends of Crown Heights-DOE After-School Initiative, PBIS, RTI-Response To Intervention Project, and Medgar Evers College Pipeline Initiative.

PS\MS 394 have worked diligently to ensure that our units of study and lesson plans are aligned to the Common Core Learning Standards. Rather than starting over every year writing new units and lesson plans, we simply tweak the work already written based upon our reflections of last year's implementation of these plans. We have also worked carefully and collaboratively to ensure that our teachers are well versed in what students must know and be able to do when writing around standards 1, 2, and 3 (Opinion, Narrative and Informative writing standards.) We are proud to have accomplished getting our students immersed in discussion when teaching. Students, beginning in grades Pre K, are able to articulate their thinking and support their thinking from textual evidence. Beginning in grade two, the students begin to quote the book page and paragraph where the textual evidence they are using to support their claim can be found. Teacher teams meet and share best practices for struggling students and support each other with unit planning. Our challenges are getting teachers to monitor all academic subjects similarly to how they monitor writing and parent involvement.

Last year one of our key focus goals was writing. We noticed that out of all of our instructional goals, we made the most growth in writing. We examined the data related to the NYC Performance Assessment for grades K-8 and noticed that many of our students gained at least 8-20 points on their final NYC Performance Assessment as compared to their Baseline score. Therefore, our key areas of focus this year are ELA and

Mathematics with a deeper focus on students who received a high 2 or 3 in mathematics. Historically, this school has been able to move the scores of their lowest 1/3 population no matter what their ethnicity or special population.

## 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.

### Part 1 – Needs Assessment

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

After a school-wide analysis of student performance on the New York State English Language Arts and Mathematics assessments as well as the New York City Performance Assessments in English Language Arts and Mathematics, we were able to determine that our teachers and students needed additional support in mathematics. When we compared the multiple choice sections of the assessments with the short or extended response sections, we found that students did better with the multiply choice portions. We also analyzed the English Language Arts components of these assessments and noticed a decrease in our English Language Arts scores. However, they were not as dramatic as our math scores. We compared the scores of our lowest 1/3 students to our level 3 and 4 students. In both English Language Arts and mathematics we noticed that we were moving our lowest 1/3 students better than we were moving our level 3 and 4 students.

### 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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, at least 50% of the students in grades K-8, (particularly higher level 2 and level 3 students) will show an increase of at least 10 points on the New York City Math Performance Assessment as compared to their baseline math 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>
<ul style="list-style-type: none"> <li>• Continue to use IXL, Study Island, k-3 Reading Eggs, StarrMatica and Scholastic to engage students in computer based math/English Language Arts activities at their instructional level.</li> </ul>	Students in all Grades K-8	September 2014-Hune 2015	Lead Teachers, Coaches

<ul style="list-style-type: none"> <li>• Provide the teachers with additional support in understanding their Go Math Program so that they can better use all of the recourses available to them.</li> </ul>			
<ul style="list-style-type: none"> <li>• Provide teachers with professional development to support the writing of math lessons with the understanding of developing conceptual understanding thus using manipulatives before engaging in semi-concrete and abstract strategies for teaching mathematics.</li> <li>• The after-school program will have two focuses; we will continue to support the lowest 1/3 students in math and English Language Arts however, in addition, we will have an additional class on grades 2-8 that focus solely on mathematics for our high 2s and our level 3 students.</li> </ul>	<p>Students in all Grades K-8</p> <p>Students in grades 3-5</p>	<p>September 2014-June 2015</p> <p>December 2014-April 2015</p>	<p>Mathematics Coach, Principal, Outside Vendor</p> <p>Classroom teachers</p>
<ul style="list-style-type: none"> <li>• Provide interim performance assessments and end of unit performance assessments to teachers for progress monitoring.</li> <li>• Have grade math competitions that promote the mathematical shifts for all grades</li> <li>• Three times per week, students will receive small group instruction in English Language Arts and mathematics that is scheduled within their daily programs.</li> </ul>	<p>Students in Grades K-8</p> <p>Students in Grades 3-8</p> <p>Students in Grades 3-8</p>	<p>October 2014-June 2015</p> <p>September 2014-June 2015</p> <p>December 2014-2015</p>	<p>Math Coach</p> <p>Teachers in grades 3-8, coaches, dean, and some cluster teachers</p> <p>Teachers in grades 3-8, coaches, dean, and some cluster teachers</p>
<ul style="list-style-type: none"> <li>• PTA meeting will include guest speakers who are experts around mathematics instruction for all students.</li> <li>• Parent Coordinator will turnkey parent workshops she participates in from the Network and the DOE as well as ARIS Parent link.</li> <li>• Students will continue to receive awards for Student of the Month, 100% attendance, and 100% uniform dress to support getting students to school daily and receiving math instruction daily.</li> <li>• Administrators will continue to maintain an open door policy for all members of the school community that builds trust.</li> </ul>	<p>Grades 3-8</p>	<p>September 2014</p>	<p>June 2015</p>

**Part 4 – Resources Needed**

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

- Students in grades K-8 will each have a user name and password that will allow them to engage in the IXL Math, Common Core aligned program, in school during small groups or at home.
- Students in grades 4-8 will have a user name and password that will allow them to interact with the Study Island program in reading, science, math, and social studies. Each subject is aligned to the Common Core standards and students will work in small groups in school as well as utilize the program

at home.

- Students in grades K-3 will receive a user name and password that will allow them to interact with the Reading Eggs program in reading during small group instruction at school.
- Teachers will use the Common Core aligned resources in StarrMatica to use as supplementary materials in all core subjects.
- Teachers will continue to use end of unit assessments from Ready Gen, Expeditionary Learning, and MOSL writing Performance Assessment as interim assessments to monitor student progress in reading and writing.
- Teachers will continue to use the end of unit assessments from the Go Math and CMP units, Measure Of Student Learning interim assessments, and Scholastic assessments to monitor student progress in mathematics.
- We will utilize the math coach, the English Language Arts coach and the principal to provide professional development around best practices in mathematics for all teachers teaching mathematics and all teachers teaching English Language Arts.
- We will purchase mathematics professional development from a professional outside vendor.
- We will purchase supplementary math books to be used with small groups and the extended day program.

**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	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**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.
- We will give a mid-point Measure Of Student Learning assessment for mathematics in March and compare it to the initial assessment given in September. It will be used to indicate progress toward meeting the grade.
- We will give a mid-point Measure Of Student Learning assessment for writing in March and compare it to the initial assessment given in September. It will be used to indicate progress toward meeting the grade.
- We will use the scholastic assessment in February as well to determine if students are making progress toward the goal.

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

- Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## 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.

### Part 1 – Needs Assessment

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

Our guidance counselor provides guidance services to our students on a mandated and at risk bases. In addition, she meets weekly with the student counsel to develop student leaders in providing community service. However, we knew from the number of OORs reports that this was not enough support for a population of more than 620 students. While many of our students did well in academic areas, we realized there were other students whose strengths were not necessarily in academic subjects. We decided to provide the students with music and visual arts to support their emotional\social growth. Our parent survey also indicated that the parents wanted our students to participate in additional programs related to the arts.

### 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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, at least 60% of our students in grades K-8 will be actively engaged in visual and musical performance arts as well as behavioral modification programs to support their social/emotional growth as compared to the support they received last year.

### 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:	<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>
<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>			
<ul style="list-style-type: none"> <li>• Provide students regularly scheduled music and art classes with a dedicated music and art teacher.</li> <li>• Provide additional support of music and performing arts through our New Victory Partnership.</li> <li>• Provide additional support with additional visual arts support through our partnership with Studio in the Arts.</li> </ul>	<p>Students in grades 3-8</p> <p>Students in Grades 4-8</p> <p>Students</p>	<p>September 2014-June 2015</p> <p>October 2014-June 2015</p> <p>January 2015-June 2015</p>	<p>Music Teacher\ Art Teacher</p> <p>Assistant Principal K.R.</p> <p>Assistant Principal S.B.</p>

<ul style="list-style-type: none"> <li>• Provide additional social emotional support for Pre K students through our Partnerships with Cook shop and Parent Corp.</li> <li>• Our after-school partnership with Friends of Crown Heights will also provide dance classes, art classes and step classes.</li> <li>• After-School partnership with Friends of Crown Heights will provide all day activities including trips around the city during school breaks.</li> </ul>	<p>in Grades K-2</p> <p>Students in Pre K</p> <p>Grades 6-8</p> <p>Grades 6-8</p>	<p>December 2014- January 2015</p> <p>September 2014-June 2015</p> <p>December 2014, March 2015, April 2015</p>	<p>Assistant Principal S.B.</p> <p>Principal \Afterschool Staff</p> <p>Program Director</p>
<ul style="list-style-type: none"> <li>• We will implement a school wide PBIS program</li> <li>• The guidance counselor will continue to meet with mandated and at risk students and provide guidance service.</li> <li>• School dean will implement a mentoring program for boys and girls considered to be at risk.</li> <li>• Implement assembly programs designed to alleviate bullying and develop respect for all.</li> </ul>	<p>All students</p> <p>Mandated and at risk students</p> <p>Grades 4-8 boys identified through OORs report</p> <p>All Grades</p>	<p>December 2014-June 2015</p> <p>September 2014-June 2015</p> <p>January 2015-June 2015</p> <p>February &amp; April 2015</p>	<p>Administrators, teachers, guidance counselor, parent coordinator,</p> <p>Network Staff</p> <p>Guidance Counselor</p> <p>Dean/Male teachers and some female teachers</p> <p>Assistant Principals</p>
<ul style="list-style-type: none"> <li>• A dedicated after-school program for ELL student will support academic and social/development growth.</li> </ul>	<p>English Language Learners students in grades 8</p>	<p>December 2014-April 2015</p>	<p>English as a Second Language licensed teacher &amp; Common Branch licensed teacher</p>
<ul style="list-style-type: none"> <li>• Offer students clubs during lunch periods and on Club Fridays in the areas of crochet, robotics, basketball, chorus, technology, and regents' classes.</li> </ul>	<p>Students Grades K-8</p>	<p>December 2014-April 2015</p>	<p>Teachers\ School Aide</p>

**Part 4 – Resources Needed**

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

- A dedicated music and art teacher.
- Continue to partnership with the New Victory Performing Arts Program
- Continue partnership with Studio in the Arts

- Continue partnership with Cook Shop
- Forster/renew partnership with Parent Corp for Pre-Kindergarten and Kindergarten parents
- Offer music, art, and performing art thru afterschool program with Friends of Crown Heights
- Provide additional support thru school's Club Fridays
- Integrate Positive Behavioral Interventions and Supports as a behavior modification program school-wide.
- Provide male and female school mentors with resources to take students on trips around the city.
- Bring in outside vendors to support school wide No Bullying campaign
- Have guidance counselor support students with additional activities around Respect for All
- Purchases materials needed to support all clubs
- Funding will be needed to support student celebrations.

**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	X	Title I Basic		Title IIA	X	Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
TL Arts Studio grant and Studio in the School Grant									

**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>				
In late February, we will have a mid-point evaluation to assess if we are moving toward meeting our goal. We will initiate Positive Behavioral Intervention Supports to support student social/emotional growth. We will enroll our students in additional visual and art programs.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
- Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## 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.

### Part 1 – Needs Assessment

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

After reflecting on the interactions of the collaborative teacher teams last year, we noticed that our strength was in the amount of time we spent collaborating on alignment between our Common Core- English Language Arts, Mathematics and Writing unit maps and lesson plans. However, we felt we needed to spend more time looking at student work and monitoring student progress. We did a great job meeting in vertical and horizontal teacher teams but we felt we needed to spend more time analyzing student work.

### 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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to increase student achievement, by June 2015, all teachers in grades Pre-Kindergarten-8 will engage in vertical & horizontal collaborative teams looking deeply at student math task to develop shared understanding of related grade misconceptions in mathematics and implement research based strategies that include mathematical practices and mathematical shifts to remedy misconceptions as measured by the New York City Performance Assessment.

### 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:	<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>
<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>			
<ul style="list-style-type: none"> <li>• All teachers will receive a copy of “the Data Teams Experience” by Angela Peery and participate in a book study. During common planning periods and teacher</li> </ul>	All Teachers in grades Pre K-8	December 2014-June 2015	Guendalina Pieters, Administrators and Teacher Leaders

<p>team meetings, teachers will participate in the Six Step process outlined in the book for analyzing student work.</p> <ul style="list-style-type: none"> <li>All administrators and Teacher Leaders will also participate in a book study using The Change Agent by Lucy West and Toni... During lead teacher meetings, we will discuss best ways to implement changes into the culture of 394.</li> <li>Teachers will follow the Six Step process of collecting and charting data, analyze data and prioritize needs, set, review, and revise incremental Specific, Measureable, Achievable, Relevant, and Time-bound goals, select common instructional strategies to be employed to address the learning challenges discovered, Determine results indicated, and finally monitor student work. This process should take about 5-6 weeks.</li> </ul>	<p>Administrators and Teacher Leaders</p> <p>All Teachers in grades Pre-K-8</p>	<p>December 2014-February 2015</p> <p>December 2014-June 2015</p>	<p>Administrators</p> <p>Administrators\Teacher Leaders</p>
<ul style="list-style-type: none"> <li>Teachers will visit each other's classrooms to either observe a master teacher or to provide support on how to implement best strategies discussed during the teacher team meetings.</li> <li>Teachers will continue to participate in structured lesson labs observing best practices as well as structured debriefing sessions that foster discussions on noticings during lesson labs.</li> <li>Provide Teacher Teams various types of professional development such as videos of teacher teams collaborating and discussing student work to view and discuss noticings.</li> </ul>	<p>Collaborative Teacher Teams</p> <p>Collaborative Teacher Teams</p>	<p>November 2014 2-14-June 2015</p> <p>November-2014 June 2015</p>	<p>Administrators</p> <p>Administrators</p>
<ul style="list-style-type: none"> <li>Administer NYC Math Performance Assessment</li> </ul>			

**Part 4 – Resources Needed**

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

- Students in grades Kindergarten-8 will each have a user name and password that will allow them to engage in the IXL Math, Common Core aligned program, in school during small groups or at home.
- Teachers will continue to use the end of unit data from the Go Math and CMP units, Measures Of Student Learning interim assessments.
- We will utilize the math coach and the principal to provide professional development around best

practices in mathematics for all teachers teaching mathematics.

- Use Measures Of Student Learning interim assessments, and Scholastic assessments to monitor student progress in mathematics.
- We will purchase mathematics professional development from a professional outside vendor.
- We will purchase supplementary math books to be used with small groups and the extended day program.
- Professional books will be needed for all teachers deepen teacher understanding of using data in teacher teams
- Professional books will be needed for all administrators and teacher leaders to support how to become better as change agents.

**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	<b>Tax Levy</b>		<b>Title I Basic</b>	X	<b>Title IIA</b>		<b>Title III</b>	X	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

Middle School Quality Initiative TL MS Task Force in galaxy.

**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.
- Teachers will be given a survey related to Teacher Teams to respond to in late February. The questions will be related to the “Six Step Process and other requirements of the team dictated in The Data Teams Experiences”.
- Teachers will continue to monitor student data to determine if the strategies they are implementing are working.
- Measure Benchmark of students’ New York City Performance Assessment

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

- Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	<b>X</b>	No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

We decided to give the survey in March rather than in February.

## 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.

### Part 1 – Needs Assessment

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

Noted in our school’s Quality Review, it was not clear if the feedback was impacting student work or improving teachers’ instructional repertoire. Also noted was a lack of the school to monitor and evaluate initiatives in a timely fashion to determine if monitoring student grades were impacting student achievement.

### 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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By aligning all teacher observation feedback between administrators focusing on improving instruction and teacher pedagogy and by timely monitoring student achievement in all content areas, by June 2015, all teachers that participated in the Advance process will have increased their final summary rating by at least two points compared to the final summary rating they received in 2014 and thus impact instructional practices of teachers.

### 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:	<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>
<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>			
<ul style="list-style-type: none"> <li>• Provide differentiated professional development around the Danielson Framework for Teaching so that teachers develop a shared understanding of what effective instruction looks like. For example, videos used for new teachers to view will be different from videos viewed by seasoned teachers.</li> <li>• All teachers will continue to calibrate their ratings which will push structured conversations around the expectations of the Danielson rubric.</li> </ul>	<p>All Teachers in grades K-8</p> <p>All Teachers in grades</p>	<p>November 2014-June 2015</p> <p>November 2014-June 2015</p>	<p>Administrators</p> <p>Administrators District Support Person</p>

<ul style="list-style-type: none"> <li>Continue to push teacher partnerships during feedback conferences with administrators.</li> <li>Teacher celebrations will continue to be done during various times in the school year.</li> <li>Continue to organize lesson labs based on teacher needs.</li> </ul>	K-8  New Teachers, ineffective or developing teachers All teachers in grades K-8 All teachers	January 2015-June 201  September 2014-June 2015 January 2015-June 2015	Administrators District Support person  Administrators  Lead Teachers
<ul style="list-style-type: none"> <li>Participate in Winter and Spring Showcase School Visits</li> </ul>	Lead Teachers, ineffective and developing teachers	January 2015	Administrators\ Show Case Schools
<ul style="list-style-type: none"> <li>Provide teachers with workshops on school-wide, grade wide, and class data to identify teacher individual student needs.</li> </ul>	All Teachers	December 2014-June 2015	Coaches\ Network
<ul style="list-style-type: none"> <li>Continue to support teachers in the understanding of Measures Of Student Learning expectations and making sure they match teacher areas of expertise.</li> </ul>	All Teachers	October 2014-June 2015	Principal\ Network

**Part 4 – Resources Needed**

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

- Substitute teachers will be needed to cover classes when teachers visit Show Case Schools and for covering teachers when participating in lesson labs.
- Purchase teaching videos to use for calibration of Danielson Framework
- Funding will be needed to support teacher celebrations
- Principal and school will fully participate in the National SAM Innovation Project for school Leaders piloted by the Department Of Education (Middle School Quality Initiative)

**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	X	Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
MSQI TL MS Task Force in galaxy									

**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.
- Teachers will be given an evaluation\debriefing sheets to indicate whether they feel supported in their professional growth by administrators.
- Questions on the School Survey related to administration will be reviewed and compared to the same questions on last year’s survey.

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

- Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	<b>X</b>	No
- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

We decided to give the survey to teachers in March after they have had at least three informal and/or formal observations.

## 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.

### Part 1 – Needs Assessment

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

After reviewing our attendance for all parent workshops provided by both the Parent Coordinator and the Parent Teachers Association, we noticed a need to increase parent participation in these workshops. We conducted a Parent Survey in the beginning of the year during our Title One meeting. It indicated that parents wanted to have additional workshops in the following areas: Preparing your Child to pass the Math and English Language Arts State Exams, Student and Parent Rights, Promotional Policy and or Graduation, Understanding the Common Core Standards.

As we continue to work on developing Strong Family and Community Ties we will expand our parent volunteer program, implement strategies to increase parent attendance at workshops and increase their participation in school-wide activities. Some of our strengths in this area are our active PTA and Title 1 Committee, our partnerships with Medgar Evers College which helps to support parents and students as they transition from Pre-k – 8<sup>th</sup>, to high school and beyond. Through our partnership with The Urban Advantage we provide a strong foundation in STEM for parents and students via trips, curriculum enhancement and hands on activities. Additionally, we have Parent Corps which is a strong Parent involvement program that helps to meet the social-emotional needs of our school community. We have parent workshops every two weeks to help parents to understand the Common Core Learning Standards so that they may help their children in all academic areas. The parent handbook and monthly calendar are also sources of strength in this area.

### 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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 there will be an increase of 5-10% of parents attending workshops including Saturdays as compared to our previous average parent attendance in 2014. This will be measured by attendance sheets for all parent workshops and conferences excluding Parent Teacher’s Conferences.

### 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:	<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>
<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> </ul>			

<ul style="list-style-type: none"> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			
<ul style="list-style-type: none"> <li>Provide frequent and ongoing Parent Workshops in highlighting strategies which can be used at home to reinforce the importance of attendance and punctuality.</li> <li>Provide workshops on the Common Core Learning Standards</li> <li></li> <li>Continue to distribute Parent handbook and Monthly Calendars to keep parents apprised of what is happening in the school.</li> <li>Provide parents with Progress Reports twice a year and Report Cards four times a year.</li> <li>Provide Computer literacy workshops for parents</li> <li>Have Parent Orientation Meetings for parents (Morning and Evening).</li> <li>Provide training in the ARIS Parent Link.</li> <li>Continue to encourage parent / child participation in Movie Night, trips, Swim for Life, Read Aloud Day.</li> <li>Continue to implement the Parent Corps Family Program which has shown to have robust outcomes in academic, behavioral and health domains. It has been shown to increase parent involvement in the long run.</li> <li>Have ESL teacher provide workshops on strategies to help with homework.</li> <li>Have Individual Education Program teacher provide workshops on a Shared Path to Success.</li> </ul>	<p>All Parents and students</p> <p>Parents</p> <p>Staff and Parents</p> <p>Parents\ Teachers</p> <p>Parents</p> <p>Parents</p> <p>Parents</p> <p>Parents</p> <p>Students, parents</p> <p>Parents of English Language Learners Students</p>	<p>September 2014-June 2015</p> <p>ongoing</p> <p>September 2014-June 2015</p> <p>October 2014, November 2014, January 2015, March 2015, April 2015, June 2015</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>February-June 2015</p> <p>January – April 2014</p> <p>January-April</p>	<p>Attendance Committee, Teachers, Administrators, Guidance Mathematics and English Language Arts coaches, P.C.</p> <p>Parent Coordinator &amp; Administrators</p> <p>Administrators, Teachers</p> <p>ELA\Math Coaches</p> <p>PTA</p> <p>Parent Coordinator</p> <p>Parent Coordinator, Administrators, Parent Teachers Association Executive Board Administrators</p>

	Parents Of SWDs		English as a Second Language Teachers  SETTS Teachers

**Part 4 – Resources Needed**

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

- Volunteer parents, teachers
- Permits to keep building open after 5:00pm
- Parent Corp Partnership
- PAC funding to support payment of teachers and or outside vendors

**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	X	Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Funding from Parent Corp to provide dinner to parents and students.

**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.
- Parent attendance sheets will be compared from month to month to determine an increase in parent participation
- Compare attendance sheets of Parent Orientation Meeting in October and March to determine an increase in parent participation
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**Part 6b.** Complete in **February 2015.**

- Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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**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>	<ul style="list-style-type: none"> <li>• Wilson (Grades SETTS K to 4)</li>   <li>• Just Words 6-8</li>   <li>• Reading Eggs Grades K-2</li>   <li>• Word Generation (Grades 6 -8)</li>   <li>• MSQI 6-8 Strategic Reading Tool-Kit</li>   <li>• Ready ELA (Grades 3-8)</li>   <li>• Study Island</li> </ul>	<p>Repeated Reading, Vocabulary Development</p> <p>Repeated Reading, Vocabulary Development</p> <p>Repeated Reading, Vocabulary Development</p> <p>Repeated Reading, Vocabulary Development</p> <p>Repeated Reading/Writing</p> <p>Vocabulary Development</p>	<p>All are small group instruction.</p> <p>All are small group instruction.</p> <p>All are small group instruction.</p> <p>All are small group instruction.</p> <p>Small group instruction</p> <p>Small group instruction</p>	<p>Some services are provided during the school day, some before the school day begins and some on Saturdays.</p> <p>Some services are provided during the school day, some before the school day begins and some on Saturdays</p> <p>Some services are provided during the school day, some before the school day begins and some on Saturdays</p> <p>Some services are provided during the school day, some before the school day begins and some on Saturdays</p>

	(Grades 3 – 8)	Repeated & Interactive Reading, Writing,	Small group instruction	school day, some before the school day begins and some on Saturdays  Some services are provided during the school day, some before the school day begins and some on Saturdays
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Ready Math (Grades 3-8)</li> <li>• Study Island (Grades 3-8)</li> <li>• IXL Grades K-8</li> <li>• IXL Mathematics</li> </ul>	<p>Multiple Choice &amp; Extended Response Questions</p>	<p>All are small group instruction.</p> <p>Small group Instruction</p> <p>Small group Instruction</p> <p>Small group instruction</p>	<p>Some services are provided during the school day and some are provided during the extended day.</p> <p>Some services are provided during the school day, some before the school day begins and some on Saturdays</p> <p>Some services are provided during the school day, some before the school day begins and some on Saturdays</p> <p>Some services are provided during the school day, some before the school day begins and some on Saturdays</p>
<b>Science</b>	Study Island (Grades 4-8)	Study Island	All are small group instruction.	Services are provided during the school day.
<b>Social Studies</b>	Study Island (Grades 4-8)	Study Island	All are small group instruction.	Services are provided during the school day.
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <li>• Individual counselling</li> <li>• Group</li> </ul>	Counseling	Individual and small group	Services are provided during the school day.

	<p>counselling</p> <ul style="list-style-type: none"><li>• Referral to outside agencies if warranted.</li></ul>			
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## 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>

**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.
<ul style="list-style-type: none"> <li>- 97% of our staff is fully licensed and permanently assigned</li> <li>- Staff is assigned in their area of certification when scheduling</li> <li>- Administrators will attend job fairs to recruit teachers who are available under the Teaching Fellows and Teachers of Tomorrow programs</li> <li>- Creation of colleague-to-colleague outreach program</li> <li>- Professional development will be systematically implemented on an ongoing basis in conjunction with our Children First Network, Department Of Education, Medgar Evers Collage, and paid consultants</li> <li>- Administrators will seek grant opportunities in collaboration with State Education Department/Department Of Education</li> <li>- Promote the school in a positive light with assurance that there is need for great teachers and make the climate attractive and friendly with a thrust that we are all team builders</li> <li>- Administrators will share postings and advertisements for courses to enable staff to become and/or maintain highly qualified status</li> </ul> <p>Principal and administrative staff will play a vital role in conferencing teachers as to the need to become Highly Qualified.</p>

**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).
<ul style="list-style-type: none"> <li>• Principal and Assistant Principals will attend Children First Network and Department Of Education provided professional development sessions to identify, understand, analyze and turnkey critical</li> </ul>

instructional areas to staff members in order for the establishment of a clear understanding of the citywide instructional expectations.

- Principal will participate in the National SAM Innovation Project to learn strategies on how to become a stronger instructional leader.
- Professional development for teachers and paraprofessionals will be systematically implemented on an ongoing basis in conjunction with our Children First Network, Department Of Education, Medgar Evers College, and paid consultants on the following topics:
  1. Common Core Learning Standards
  2. Implementation of the Ready Gen and Expeditionary Learning programs
  3. Implementation of the Go Math and CMP3 programs
  4. Analysis of student data with a special focus on Students With Disabilities, English Language Learners, Black Males
  5. Assessing student work with a special focus on Students With Disabilities, English Language Learners, Black Males
  6. Best practices for ELLs series provided by the Children First Network
  7. Inquiry team meetings provided by the Children First Network
  8. Assessing student understanding while teaching
  9. Balanced Literacy
  10. Tuning Protocols
  11. Analyzing the Advance evaluation system
- The ESL teacher will attend The Best Practices for English Language Learners Series – Common Core for the Uncommon Learner with Dr. Andrea Honigsfeld, offered by Children First Network 410
- The Mathematics Coach and Data Specialist will attend the monthly Network-wide Inquiry Team Meetings with specific focus on Lesson Study
- The Parent Coordinator will attend monthly Parent Coordinator workshops offered by the Children First Network and the Department Of Education

Guidance Counselors will receive professional development from the Children First Network and the Department Of Education

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

N\A

**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).

N\A

**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.).

The transition plans used at MS 394 include, but are not limited to the following:

- At the end of the Pre K school year, Pre-Kindergarten and Kindergarten teachers meet and draft a welcoming letter to parents to talk about expectations for Kindergarten. This letter also contains a list of supplies, recommended reading material, a prospective trip list and other important information pertaining to the Kindergarten school year.
- During the fourth quarter of the school year, Pre-K and Kindergarten teachers and students conduct inter-visitation of classes to enable Pre-Kindergarten students to become comfortable with the Kindergarten teachers and the environment.
- At the beginning of the school year, Pre-Kindergarten teachers meet with Kindergarten teachers to continue to discuss end-of-year (for current year) expected fluencies in core subjects.
- During the school year, Pre-Kindergarten and Kindergarten teachers use a crosswalk to compare Common Core Learning Standards between grades and share samples of student work.
- Teachers of Pre-Kindergarten and Kindergarten receive ongoing professional development provided by our Children First Network, Department Of Education, paid consultants and administrators.
- Teachers of Pre-Kindergarten and Kindergarten compare curriculum and standards, share ideas and strategies during common planning sessions.
- Pre-Kindergarten teachers meet with all parents and students who are entering Pre-Kindergarten for the upcoming school year. The parents are given a tour of the school by the Parent Coordinator, while the children are allowed to visit the rooms.

- A parent questionnaire is provided to collect information from parents about their child.
- Pre-Kindergarten teachers offer parent workshops to the incoming parents on the prerequisite skills needed to enter kindergarten.
- Pre-Kindergarten teachers share information with parents pertaining to separation anxiety and strategies to use to make the students comfortable.
- All pre-kindergarten students are screened with the ESR-I to determine readiness or the need for early intervention.
- The school psychologist and social worker provide “Turning 5” conferences to parents.
- Student records are made accessible to both the Pre-Kindergarten and Kindergarten teachers.
- The Individual Education Program teacher meets with all incoming special education parents during registration to ensure that services will be provided from the first day of school.

Work Sampling System information collected from Pre-Kindergarten is given to the receiving Kindergarten teacher.

The school social worker observes the students in the classrooms, discusses observations with parents, teachers and make recommendations and or referrals to CPSE.

#### **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.

School-wide assessments are often provided by the Department Of Education, however, additional assessments are used to determine student performance and measure student growth. Teachers are included in the decision making process regarding the selection and use of additional multiple assessment measures in the following ways:

- Groups of teachers analyze components of available assessments and make recommendations for selection to the administrative staff.
- Professional development is provided to teachers pertaining to assessment results in the following areas:
  - (a) conducting item skills analyses
  - (b) identifying areas of strengths and weaknesses by student, class and grade, for assessments taken
  - (c) creating plans to address these critical areas of weaknesses during common planning sessions creating lessons with the purpose of re-teaching the areas of weaknesses during classroom time, the Early Intervention Services and Prime Time Learning sessions, and during the Saturday Academy
  - (d) Teachers and administrators collaborate to determine Measures Of Student Learning assessment

selection.

#### 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 (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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	494,136.00	X	10,13
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	69,900.00	X	13,15,18,22
Title III, Part A	Federal	11,200.00	X	10,13,15,22
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	2,582,281.00	X	10,13,15,18,22

#### <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 8: 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 CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school 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.

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### **Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **MS 394**, 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. MS 394 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., No Child Left Behind/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) Template**

MS 394, 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.



**Department of English Language Learners and Student Support**

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<http://schools.nyc.gov/Academics/ELL/default.htm>

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

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

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

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

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

Part A: School Information	
Name of School: Mary McLeod Bethune Academy	DBN: 17K394
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 22
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 2  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: 1

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

RATIONALE:

Middle School 394 is designated as a Title I school which services 606 students in grades prekindergarden to grade eight. Students who are not English Language Learners, but who are bilingual serve as mentors and peer buddies in the upper grades to new arrivals.

Our free standing ESL program serves 22 English Language Learners who speak Spanish, Chinese, Haitian Creole and Arabic across grades kindergarden through eight. English Language Learners are serviced by one certified ESL teacher in conjunction with content area teachers who are kept abreast of ESL theories, stages of second language acquisition and ESL strategies through sharing of peer reviewed articles, one to one consultations and group discussions.

A push in/pull out model is utilized to both lend academic/linguistic support in the content area classroom as well as, direct and intensive instruction within the ESL classroom. All of our English Language Learners are serviced according to proficiency levels attained as reflected by the 2014 NYSESLAT. Currently, grades three through eight contain eleven advanced, four intermediate and one beginning English language learner.

Analysis of formal and informal data concludes that beginning English Language Learners are in need of supplemental opportunities to listen and speak in a second language. Intermediate English Language Learners are in need of additional opportunities to question, speak, listen, read and write in a second language. Advanced English Language Learners are in need of opportunities to explore content areas of learning in all four modalities in order to strengthen acquired skills and build content area specific vocabulary. At all levels, our English Language Learners would benefit from a supplemental program which is flexible, content based and directed toward acquiring a second language in an academic environment.

DESCRIPTION OF PROGRAM:

According to research, English Language Learners struggle with content area reading comprehension due to text and structure complexity (Hinde, Osborne-Popp, Silva & Dorn, 2011). In

## Part B: Direct Instruction Supplemental Program Information

addition, students' life experiences may not be adequate in order to scaffold instruction in content areas, specifically in social studies (Hinde, Osborne-Popp, Silva & Dorn, 2011).

GeoLiteracy for ELL's embeds best practice for English Language Learners linking geography, language arts, writing and human culture (Echevarria, Vogt & Short, 2008). The program has shown to maintain and/or strengthen the reading comprehension skills of ELL's without negative impact (Hinde, Osborne-Popp, Silva & Dorn, 2011). GeoLiteracy provides a program consisting of lessons, activities, non-fiction/fiction reading and assessments at no cost to the user. The cost incurred in utilizing this program is copy paper and ink as materials must be downloaded and copied for use.

This program, which is supported by National Geographic provides English Language Learners the opportunity to explore cultures, people, language, geographic locations, map reading and topographic skills within a supportive, informal environment. Language of instruction is in English, taught by two teachers who will co-plan and co-teach with an emphasis toward strengthening vocabulary, building background knowledge according to the acquisition level of the students as well as, adapting content materials to ensure comprehensible input. The program will address student learning through four modalities: listening, speaking, reading and writing, supporting language and content objectives. Assessments will also be constructed and given across all four modalities.

In addition, teachers will utilize 'Passages Workbook' from Sundance in order to incorporate practice in reading/comprehension of grade level science material. Because both geography and science utilize mathematics as a tool of expression we will also utilize 'NY State MAP Plus' across all testing grades (3-8) in order to strengthen and sharpen needed skills.

### SUBGROUPS AND GRADE LEVELS TO BE SERVED:

We propose to service English Language Learners in grades three through eight comprised of mixed levels with and without special needs (IEPs). Students will be grouped by level which will allow for two groups of eight students who would participate in direct instruction according to level of language acquisition and need. The breakdown of grade and level is as follows:

Grade	#of Students	Beginning	Intermediate	Advanced
3	3		1	2
4	2		1	1
5	1			1
6	1		1	
7	5	1		4
8	4		1	3

We will also service six newly transitioned English Language Learners as follows: one in grade 5,

## Part B: Direct Instruction Supplemental Program Information

three in grade 6 and two in grade 7.

### SCHEDULE AND DURATION:

Students and instructors will meet three times weekly, beginning in the month of December. Sessions will run from 2:30PM to 4:00PM, Wednesday, Thursday and Friday.

### LANGUAGE OF INSTRUCTION:

The program's language of instruction is English.

### NUMBER AND TYPES OF CERTIFIED TEACHERS:

There are two teachers as service providers in the program. One is a certified ESL teacher and the other is a certified Special Education Teacher. These two teachers will co-plan and co-teach.

### TYPES OF MATERIALS:

The supplemental materials being used for the program are as follows: Trade books for grades three through eight and these include read alouds, independent readers and group reads. Materials for printing such as paper and ink cartridges.

Also utilized will be Sundance 'Passages' and New York State Map Plus.

This supplemental program will begin on December 2nd, 2014 and end on April 2nd, 2015. The students will meet three days per week, one and one half hours per session, for a total of four and one half hours weekly. In total, there will be forty five (45) instructional sessions and 67.5 instructional hours.

## Part C: Professional Development

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

- rationale
- teachers to receive training
- schedule and duration

### Part C: Professional Development

- topics to be covered
- name of provider

Begin description here:

#### RATIONALE:

Since our goal is to provide every student with the opportunity for an equal chance to be successful, at Middle School 394 we are committed to providing our English Language Learners with a thorough and efficient education while being aware of the challenges these students face in social and academic settings. We recognize that becoming proficient in English is a process that is acquired over time and influenced by many aspects of life.

#### TEACHERS TO RECEIVE TRAINING:

Participating teachers in this Title III After School program will form an inquiry group. Formative and summative assessments as well as, progress monitoring will be developed and guided by peer-reviewed research with consideration to linguistic and academic needs.

We will review articles such as:

"Linking geography to reading and English Language Learners achievement in U.S. elementary and middle school classrooms" - Internal Research in Geographical and Environmental Education, 20(1), 47-63. Doi: 10.1080/10382046.2011.540102 - Hinde, E.R. Osborn Popp, S.E., Jimenez-Silva and Dorn, R.I. (2011).

"School Reform and Standards Based Education: A Model for English Language Learners" - Journal of Educational Research, 99(4), 195-211. retrieved from googlescholar.com - Echevria, J., Short, D., Powers, K. (2006).

"Enhancing Social Studies Vocabulary and Comprehension for Seventh Grade English Language Learners: Findings from experimental studies. International Journal of Research on Educational Effectiveness, 2, 297-324 - Doi: 10.1080/19345740903167018 - Vaughn, S., Martinez, L.R., Linan-Thompson, S. and Reutebuck, C.K. (2009). Meetings will be held during common prep periods as well as, during common inquiry sessions on Mondays.

Content area providers, English as a second language teacher as well as, in house reading specialists will share and provide insights into strategies for strengthening content area reading comprehension. Content area providers will be provided with information regarding the process of recognizing the additional needs of an English language learner in the classroom, intake processing an

ELL and the instruments (formal and informal) which assess the progress of an ELL.

TOPICS TO BE COVERED/NAME OF THE PROVIDER:

### Part C: Professional Development

November 13, 2014	"What Students Need to Understand and Know for the Common Core ELA Test"	Ms. Fypher, Data Specialist
November 15, 2014	"What Students Need to Understand and Know for the Common Core Math Test"	Ms. Fypher, Data Specialist
December 2014	"Planning and Preparation to teach ELLs"	Simmons-Roslak ESL
January 2015	"Utilizing Data to Inform Instruction"	Ms. Fypher, Data Specialist
February 2015	"Engaging and Supporting Students"	Ms. Scott - Literacy Coach

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

#### RATIONALE:

In order to include the parents of our English Language Learners in the content of the Title III program, parents will engage in activities that will inform them of how the ESL program design is conducted at M.S. 394 and how to utilize the public transportation system in order to access different areas of Brooklyn and the surrounding city. Doing so will widen parental experience with various strategies that will guide them through how to help their youngsters at home, assessment instruments used, how to access score reports and results and the exposure to various cultures, foods, languages and geography of New York City. Several 'Treasure Hunt' activities will be planned so that parents have a particular focus while on their adventure with their children. Bilingual language sheets with text and pictures and translations will be provided for assistance, along with subway maps and direct instructions how to access transit lines for going to trips and returning home safely.

#### SCHEDULE AND DURATION/TOPICS TO BE COVERED:

January 2015	Workshop: Understanding the NYSITELL/NYSESLAT	Simmons-Roslak ESL Teacher
February 2015	Workshop: Differentiating Literacy Instruction	Ms. Scott - Literacy Coach
March 2015	Workshop: Websites that Support Student Success	Ms. Hall- Parent Coordinator

**Part D: Parental Engagement Activities**

April 2015                      Workshop: Preparing for Standardized Testing                      Ms. Shaw-Pieters-Principal

**HOW PARENTS WILL BE NOTIFIED OF THESE ACTIVITIES:**

Letters, fliers, announcements at Parent Meetings - all in translated versions and conversations with staff members who speak the language of the parent/family. Ms. Hall, the Parent Coordinator will assist in buddying the ELL parents which will provide a medium for communication for all.

A parent information center will be set up in the Parent Coordinator's office for generally useful information and requested information. This information will be provided in English and in the language of the home. In addition, our parent bulletin board located on the first floor, will have current and helpful information for parents of our English Language Learners. We will utilize the resource of the DOE Translation Services.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other	_____	_____
<b>TOTAL</b>	_____	_____

**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>17</b>	Borough <b>Brooklyn</b>	School Number <b>394</b>
School Name <b>Mary McLeod Bethune Academy</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>Guendalina Shaw-Pieters</b>	Assistant Principal <b>Sandra I. Bent</b>
Coach <b>Zenobia Fypher - Math</b>	Coach <b>none</b>
ESL Teacher <b>Deborah Simmons-Roslak</b>	Guidance Counselor <b>Rosa Dobbs</b>
Teacher/Subject Area <b>Jennifer Marshall - Spanish</b>	Parent <b>type here</b>
Teacher/Subject Area	Parent Coordinator <b>Jacqueline Hall</b>
Related Service Provider <b>Afiya Callender</b>	Other <b>Nancy Cayemitte - Speech</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>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</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>632</b>	Total number of ELLs	<b>35</b>	ELLs as share of total student population (%)	<b>8.75%</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> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Pull-out	7	1	2	2	1	4	9	4	5					35
SELECT ONE														0
<b>Total</b>	<b>7</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>4</b>	<b>9</b>	<b>4</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>35</b>

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	35	Newcomers (ELLs receiving service 0-3 years)	22	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	12	Long-Term (completed 6+ years)	1

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	22	0		12	0		1			35

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>	22	0	0	12	0	0	1	0	0	35
Number of ELLs who have an alternate placement paraprofessional: <u>0</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	4	1	2	2		3	4	2	2					20
Chinese	1													1
Russian														0
Bengali														0
Urdu														0
Arabic	2				1		2		1					6
Haitian							1	2	1					4
French							1		1					2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						1	1							2
<b>TOTAL</b>	<b>7</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>4</b>	<b>9</b>	<b>4</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>35</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)	2			1		1	1	1	1					7
Intermediate(I)	3	1	1			2	3	1						11
Advanced (A)	2		1	1	1	1	5	2	4					17
Total	<b>7</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>4</b>	<b>9</b>	<b>4</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>35</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			1		1
4	2	1			3
5	5	1			6
6	2	2			4
7	1	2			3
8	2				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			1						1
4	2		1						3
5	7		1						8
6	2		2						4
7	1		3						4
8	2		2						4
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					3		1		4
8	1		2						3

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

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.  
Early literacy skills for ELL's are assessed utilizing Fountas and Pinnell assessments, NYC Performance Assessment, Slosson Oral Reading Test, DIBELS, DRP and MSQI. Insights from early screening and assessment reflect the skill level obtained from either LAB-R or NYSESLAT assessments. Those students earning a designation of beginner are also at the beginning in early literacy skills. Students

are supported with computer programs which assist in gaining early literacy skills as well as, listening centers and leveled/phonological readers. Literacy lessons and activities are planned within a UDL framework in order to assist students to gain access to content material.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The data pattern across proficiency levels of LAB-R, NYSESLAT and grade performance reveals the need for the development of academic language in conjunction with higher order thinking skills.
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](#))  
NYSESLAT modality results from Spring 2013 administration were not released and therefore cannot be utilized in such analysis. However, on-going progress monitoring as well as, standardized baseline interim assessments will be utilized to determine the needs of this population.
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?
  - a. Patterns across proficiencies and grades reflects a need for academic language acquisition. In addition, students need further practice in listening skills. The free standing ESL program utilizes bilingual dictionaries, glossaries and bilingual/native language non-fiction material to support content area learning. In addition, classroom libraries include bilingual and native language books. The school library houses reference materials in the languages spoken by the students of the school. Students participate in the buddy system. Students are partnered with a student who is fluent in the same native language, assisting to bridge the gap of communication.
  - b. Analysis of English language learners' needs as reflected by data serves as a guide for classroom teachers of ELL's and the ESL teacher. ELA and other content area lessons are developed utilizing universal design to further strengthen skills across all four modalities.
  - c. Standardized periodic assessments reveal that our English language learners perform below grade standard. Native language is not utilized for instruction.
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](#).)  
Teachers in grades K-2 screen and progress monitor for the low performing group once monthly (item skills analysis). Students who are in lowest 1/3 of the class receive small group instruction targeted to individual needs. A push-in teacher utilizes Ready Books (curriculum associates) Simple Solutions three times per week. For grades 3-5 students' progress is monitored approximately every four weeks. Students receive additional instruction in areas of weakness during a 37.5 minute period three days per week. SETTS is provided for students deemed at risk. Wilson is utilized for literacy instruction.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
A student's second language development is considered in instructional decisions in the following manner:
  1. According to language acquisition level (beginner, intermediate, advanced) students are given mandated minutes for instruction within a small group.
  2. Students are given grade level content instruction, differentiating that instruction according to the need of the individual student.
  3. Appropriate scaffolds and strategies within the classroom and within their mandated minutes assist students in furthering their second language development.
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?

There is no dual language program in this school.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
The success of the ELL programs will be evaluated through various instruments including: NYSESLAT, Fountas & Pinnell Assessment, NYC Performance Assessment, New York State ELA and Math (Grades 3-8), running records, state science test, state social studies test and teacher evaluation and progress monitoring.

## 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](#).)  
All students are identified upon enrollment through the completion of the Home Language Identification Survey form by parents and screened by the ESL teacher for eligibility. Home language survey forms are distributed in all appropriate languages to ensure the family understands the information presented. Staff members who have language translation ability are on hand for formal and informal oral interviews in English and native language when possible. Once the native language is determined the ELL student entering the NYC system for the first time is assessed using the LAB-R by the ESL teacher. The LAB-R is scored by the ESL teacher and the child is deemed a beginner, intermediate or advanced English language learner. Spanish speaking students are assessed with the Spanish LAB to ascertain native language ability. Parents/guardians are invited to an orientation meeting whereby they are presented with program information in their native language. Parents/guardians select a program and the student is appropriately placed. Students deemed English language learners are identified, tested and placed into a parent/guardian selected program within the ten day period after registration.
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.  
After testing and gathering results, parents are notified of testing results and invited to a parent orientation meeting whereby they are shown the prescribed video which explains the available choices for the parents of the new ELL. Parents are given information in their home language for clarity. Parents/guardians are then free to make a decision regarding program placement that best suits the needs of their child and complete the paperwork involved (appendix D). Parents are also informed about the annual evaluation for English language learners (NYSESLAT). All information for parents is provided with the use of translated material and media in the native language of the family. Parents/guardians who choose a Transitional Bilingual program are notified of the availability of the program. Should parents choose to stay in this school, parents are notified should fifteen students across two contiguous grades speak the same native language and a bilingual program is formed.
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 [\[see tool kit\]](#).)  
Entitlement letters and Parent Survey and Program Selection forms in the home language of the family are sent within the ten day period after registration. If a parent does not return the survey and program selection form and does not view the prescribed video, another set of paperwork is sent home. When parents have viewed the video, had an opportunity to ask questions and have chosen a program that suits their needs the paperwork is filled out and signed. The paperwork is then copied. A copy is placed in the student's cumulative file in the office. The original is stored with student files in the ESL classroom. If after numerous attempts the forms (Appendix D) are not complete, the form is marked as default program: Transitional Bilingual. For English language learners who test proficient, letters are sent to the parent/guardians of those students. For those students who continue to qualify for language services, continued entitlement letters are sent home to parents/guardians in the language specified on the home language survey. Records of parent/guardian communication is held in a binder for record keeping purposes.
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.  
Within ten days of registration, newly identified English language learners are assessed with LAB-R. Parents of ELL's are informed with an entitlement letter written in the home language of the family. Along with the entitlement letter, is an invitation to view the required film via internet, and the parent survey/choice (appendix D). This film is easily accessed on the Department of Education website and is available in a variety of languages. The film describes all programs presently offered to English language learners. If parents do not respond, another entitlement package is sent along with a new date in which to participate in orientation. Parents meet with classroom teachers (who have been informed by ESL teacher) to discuss concerns regarding programs. In this manner, parents are being served by a community of educators who are focused upon their child's academic success. Should parents not participate in the parent orientation or sign the appropriate paperwork they are informed that a bilingual placement is the default choice.
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.

ATS reports such as RLAT, RHSP, LBR, HLIS and RLER are accessed in order to guarantee that every student who is qualified for NYSESLAT testing is known and tested. Speaking is administered individually with careful records kept. Listening, reading and writing are given according to grade band and in small groups in order to maximize student performance. Should a student be absent for one of the modalities, she/he is given the missing portion of the test upon return to school. All English language learners are accounted for during and upon completion of the NYSESLAT by the ESL teacher. In addition, the Testing Coordinator double checks all booklets, answer documents and materials.

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. *①*  
After reviewing the Parent Survey and Program Selection forms for the past few years the trend in program choices is over 99% in parents requesting the ESL program. Parents generally are encouraging their children to learn English in order to assimilate as quickly as possible. Program models offered at M.S. 394 are aligned with parent requests. All grades are served through a push-in/pull-out model. Through teacher conferencing, the ESL teacher and classroom teacher identify areas of development. In addition, there is a degree of planning between the two learning environments to assure continuity for the student involved.

## 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. The students are placed in age/grade appropriate educational settings giving consideration to all placement criteria and adequate support to gain English Language proficiency as well as, access to core content and all programs, services and extra-curricular activities. Standard based literacy instruction is provided in English for the ESL pull-out program, following the Language Allocation Distribution.
  - b. English is the language of instruction in the program. The students are heterogeneously grouped within each grade. All students receive instruction in English speaking classrooms. Instruction is developed based upon research based strategies such as the language experience and natural approaches, total physical response, guided reading and guided writing.
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)?
    - a. Based upon the students' LAB-R or NYSESLAT scores and in accordance with CR Part 154, students at the beginning and the intermediate levels receive 360 minutes of ESL instruction weekly. Students at the advanced level receive 180 minutes of ESL instruction and 180 minutes of ELA instruction weekly. ESL and classroom teachers collaborate to ensure that students receive both content area instruction and mandated ESL minutes.
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 English language is utilized in the classroom across all content areas. Grade level content area instruction is supported in the ESL classroom. The use of graphic organizers, sheltered language, check lists, small group work within literacy and science centers, audio books and video assist in scaffolding student learning experience in order to foster language development generally and academic language specifically. Content area vocabulary is chunked within context. Formative and summative assessments of academic language in specific content areas either highlights a need for further instruction, or assures that the student has mastered the vocabulary. Prereading and discussion of academic language needed for content areas assists students in accessing grade level material and complex informational texts. Additionally, explicit instruction in the conventions of Standard English as used in writing and reading prepares students for further academic demands. The above is in alignment with the college and career readiness anchor standards for language (CCRASL).

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

Although ELL's do not participate in on-going assessment or progress monitoring of their respective native languages in M.S. 394 new admits who are Spanish speakers are administered the Spanish LAB in order to assess their native language literacy skills.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

English language learners are evaluated across all four modalities with on-going progress monitoring including leveled reading with comprehension questions and reader's theater for speaking and listening. Guided writing, group writing and timed writing probes reveal progress or target those areas which need further intervention. In addition, standardized interim assessments target areas for further development.
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).
  - a. There are no SIFE students in Middle School 394 however, if a teacher recognizes gaps in a student's ability to perform successfully, we take the following steps to ensure that there is intervention for that student as follows:
    - Intensive English language development instruction teaching social and academic language in small group settings.
    - Intensive literacy development
    - Newcomer support within the school aimed at building an academic foundation for students
    - Small group instruction
    - Modified scheduling
    - Provide training in ESL techniques

- Collaboration between ESL and mainstream teachers
  - Integrated cultural activities and programs giving student a spotlight to share
  - Recognition of student's native language
- b. The instructional plan for those English language learners who are considered newcomers is as follows:
- Intensive English language development instruction teaching social and academic language in small group settings.
  - ELA and math instruction/support
  - Title III After-school program (summer school)
  - Individual tutoring
  - Language development (phonological/phonemic support and activities)
  - Cooperative Learning
- c. Both ESL and classroom teachers utilize a balanced literacy program which consists of:
- Independent/paired reading
  - shared reading
  - guided reading
  - literacy centers
  - literature circles
  - writer's workshop
  - interactive read aloud
  - vocabulary word study
  - cooperative learning
  - Title III after-school program and summer school
  - Integrated cultural activities
- d. English language learners who have completed 6+ years will consistently receive their mandated minutes according to English acquisition level. During this time, standard English is explicitly taught across curriculum content. Literacy instruction is infused in all content areas such as social studies, science and mathematics.
- e. Former English language learners in years one and two after testing proficient still benefit from extended time on high stakes assessments. In addition, academic and emotional support is given when needed.
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?
- The instruction strategies and grade level materials used by teachers of ELL-SWDs that provide access to academic content areas and accelerate language development are: classroom libraries which support the four modalities of language acquisition, listening, speaking, reading and writing. The classes contain books on tape, leveled readers and culturally oriented materials to accelerate the learning process. The ESL teacher will use a variety of texts and resources to enhance language acquisition in keeping with the CCSS and the DOE initiative to design a rigorous and coherent curriculum with literacy and math tasks for all students and with specific instructional expectations to build on inquiry work to prepare students to be college and career ready. Utilizing differentiation of instruction, grade level material for content areas is presented through various modes of media, ie. smartboards, educational websites and films.
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?
- Curricular, instructional and scheduling flexibility enable ELL-SWDs to achieve their IEP goals within the least restrictive environment due to the collaboration of all staff involved. Science may be taught in the computer lab for instance, where students can access websites and other multi-media needed to complete science tasks. English language arts may be taught utilizing the school's library and resources in order to enrich and expand the lesson at hand.

**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

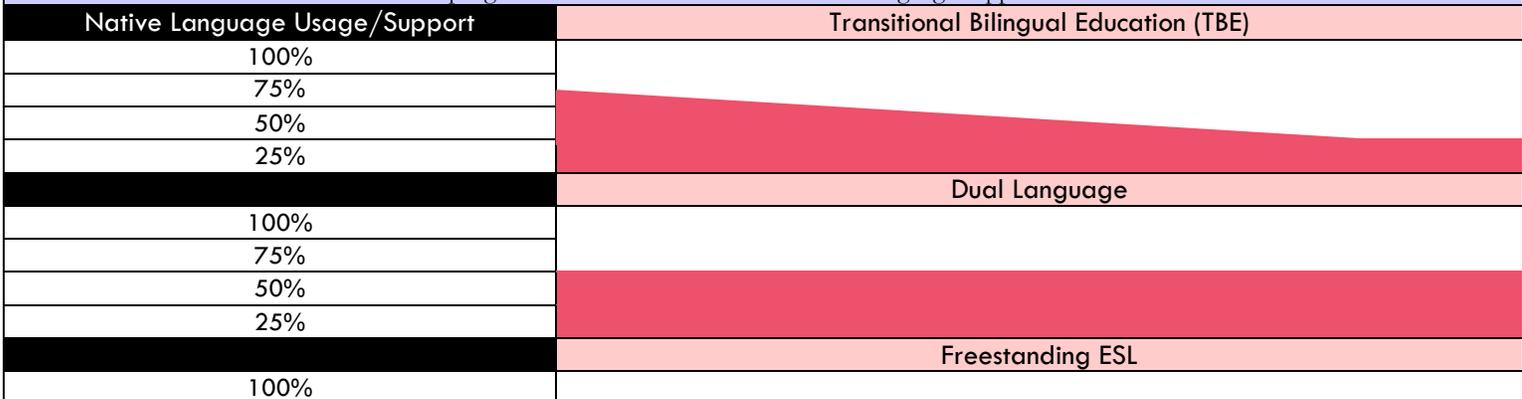
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 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.  
Wilson and Voyager Passport are utilized for targeted students whose progress needs additional support. Fountas & Pinnell is utilized as a screening assessment and DIBELS for ongoing progress monitoring. GoMath and ReadyGen are utilized for math and ELA core content. GoMath includes an intensive intervention component providing diagnostic practice for needed prerequisite skills (following an RtI model). ReadyGen also includes a remediation/intervention component and addresses the difficulties that English language learners often face when acquiring a second language. In Social Studies and Science, theme-based materials are used giving students real experiences with hands-on activities. Students are also exposed to Study Island and are able to utilize the program in either school or home environment. Specific ELL's are targeted when performance falls within the lowest one-third of the population. All intervention is conducted in English.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Due to the individualized nature of progress monitoring, difficulties are quickly targeted and students are given the opportunity to work on those areas of language acquisition which presents as a barrier to progress. In a small group setting during ESL periods, students participate in grade level core curriculum, (ie. social studies & science) which supports the student in those areas within the classroom environment.
11. What new programs or improvements will be considered for the upcoming school year?  
New programs for the 2013-2014 academic year include the possibility of a Title III after-school program and a newly created time slot for social clubs to meet once per week on Friday afternoons.
12. What programs/services for ELLs will be discontinued and why?  
No present programs or service for ELLs are scheduled to be discontinued during the 2013-14 academic year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
Students are given access to all programs, services and extra-curricular activities. The general education staff is given appropriate support and professional development to assist ELL students effectively. The students are heterogeneously grouped within each grade. While after-school/supplemental programs have yet to be fully developed for the 2013-14 academic year, a math club, ELA club, exercise club and various social clubs are now offered. Invitations are extended to all students including English language learners who participate in the math club, exercise club and social clubs some of which are taught by bilingual staff. English language learners whose scores fall within the bottom third are especially encouraged to join. Clubs which are led by bilingual staff not only supports the English language learner in acquiring academic skills in the English language, but supports the English language learner's native language as well.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
English language learners are supported through the use of regular computer usage, use of computer lab, smartboards, and media. Classrooms contain books on tape, leveled readers and culturally oriented materials to accelerate the learning process. The ESL teacher uses a variety of texts and resources to enhance language acquisition. Instructional materials as well as instruction, supports all modalities of language acquisition: listening, speaking, reading and writing.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
Native language support is delivered through cultural exchange and demonstration. Additionally, native languages are supported through bilingual books in class library, and when text to speech is utilized in guided reading native language can be accessed to strengthen comprehension of text.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
Upon enrollment English language learners are placed in grade appropriate classrooms according to their age. Required services and resources support English language learners due to their correlation with required grade level content material.
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.  
Registration closes upon the last day of the school year. Registration resumes upon the first day of school in September. Upon registration, the newly enrolled English language learner is tested and placed in an age/grade appropriate classroom. A peer buddy is sought in order to assist the new student with becoming acclimated to the culture and guidelines of the school. The peer buddy is someone who is either on grade level, or close to grade level of the newly enrolled student. The procedure remains the same throughout the school year should new ELLs enroll.
18. What language electives are offered to ELLs?

The language elective offered to ELLs and native speakers in grades 5-8 is Spanish as a foreign language.

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)?

There are no dual language programs in Middle School 394.

### **C. Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
  1. The professional development for teachers of ELL's and classroom teachers of ELL's is as follows:
    - Professional development provided to staff by administrators, instructional specialists and specialists in ESL strategies and standards.
    - Professional development to take place in workshops, grade conferences and staff conferences.
    - Training on components of a balanced literacy program using the workshop model.
    - Application of the workshop model with ESL and ELA scaffolding instruction.
    - Methods of assessments of content area learning and language development.
  2. Professional development for teachers of ELLs in order to support ELLs engaged in the common core learning standards is on a monthly basis given by support specialists within the network. Each professional development workshop is focused on a specific topic. Each professional development is housed in a different school location whereby staff can observe colleagues during instruction of ELLs.
  3. The ESL teacher and classroom teachers monitor progress of ELL students and provide academic support necessary to help students better transition from elementary into middle and/or middle into high school. In addition, the guidance counselor regularly schedules meetings with students who are in transition in order to provide information as well as, emotional support.
  4. To support monolingual teachers of ELL's, MS 394 will provide 7.5 hours of professional development on ESL strategies (10 hours for special education teachers). In addition, ESL teacher will provide research based information to the staff on a regular basis. Professional Development sessions are focused on best practices and strategies in order to strengthen academic language and skills needed for success within the common core standards. Strategies such as explicit teaching of standard English, tiered academic vocabulary and the infusion of literacy instruction in all content areas are shared. Records of all professional developments are kept by both administration (Principal) and participating teacher. Professional development sessions take place during common preps, lunch & learn sessions and on days designated as Chancellor's Conference Days.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. Our Parent Coordinator is in constant communication with all parents. Through outreach and feedback the Parent Coordinator schedules workshops specifically designed for families of English Language Learners. Workshops include but are not limited to: health issues, fair housing, tenant's rights, conflict resolution and domestic violence. Additionally, the Parent Coordinator organizes workshops regarding nutrition courses, technology, parenting classes, updated materials focused on the various school curricula, articulation to middle school. Parents of ELL students receive school related materials in English and the native language of the family.
  2. M.S. 394 is proud to partner with the following organizations: Caribbean Women, Cornell University Extension, The Fire Department, CPR Unit, and Learning Leaders. Through and with the above organizations workshops are developed that fill the expressed need of the families in the school.
  3. The needs of the parents are initially ascertained utilizing a parent survey. Throughout the academic year, parents are asked for input as to interests and family needs that can be addressed through the Parent Coordinator's office. As needs and interests change, so does workshops and trainings.
  4. Parental involvement activities address the needs of the parents in several ways. Some ways are through attendance at parent conferences, workshops, PTA meetings and discussion. Parents are volunteers in the classroom and in the lunchroom during various times. Through partnership with the school and adult learners of the school, parental involvement activities benefit families and individual students. During workshops, conferences and PTA meetings bilingual teachers and staff are readily available to meet the translation/interpretation needs of any parents/guardians. In addition, the Translation and Interpretation Unit within the Department of Education is utilized to translate written information for parents in those languages spoken by families in the school.

## E. Additional Information

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

Paste response to question here:

## **Part VI: LAP Assurances**

School Name: \_\_\_\_\_

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

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

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

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

DBN: **17K394** School Name: **Middle School 394**

Cluster: **4** Network: **410**

**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.

During the first month of school, the Home Language Survey is distributed to the families of all new students. When a Home Language Survey is completed, potential English Language learners are identified. Both the parent coordinator and ESL teacher interview the parents/guardians of the student and ascertain translation/interpretation needs. In addition, the guidance counselor and other related school services contribute additional information about the needs of the parents and community and provide translations by using staff resources.

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.

When all data regarding the student population has been completed, the parent coordinator, classroom teacher, ELL teacher and pupil personnel secretary assess the translation and oral interpretation needs. The RTI (response to intervention) team makes a point of discussing these and all student needs. This information is shared with the ESL teacher, parents and the classroom teacher. Signs are displayed around the school so that parents of ELLs will become aware that the home language of the parent and student is spoken at the site, or an interpreter/translation can be provided.

## 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.

To assist with translation and interpretation our staff including assistant principal, teachers, paraprofessionals, school aids and custodial staff are capable of speaking/writing in those home languages spoken by parents/guardians of our English language learners mainly Spanish, Haitian Creole and French. Community workers of neighborhood organizations are also helpful to the school. Recruiting parent volunteers is an essential component as well.

Oral interpretation services are available for P.T.A. meetings, parent-teacher conferences, open school nights, school-wide events and telephone calls. If these services are not sufficient, the Translation Unit of the DOE will be contacted for assistance. Posted on all school doors is an invitation for translation services in the major languages of our parent/student body. In addition, we can utilize the services of NYU who conduct a program at the school called Parent Corps. This group works with Universal Pre-Kindergarten parents and teachers on a weekly basis.

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.

While there can exist potential challenges when translating and/or interpreting from one language to another, it is vital that both staff and volunteers who participate in translating/interpreting understand that errors and misunderstandings may occur in the process. Discussions that take into consideration cultural awareness and sensitivity as well as, cultural/generational gaps and linguistic/semantic nuances will take place. In addition the school works closely with the staff of Parent Corps from NYU. This group works with the first grade parents and teachers through a grant by the R.W. Johnstons Foundation in preserving the cultural aspects families bring with them from their native country.

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>.

To fulfill Section VII of Chancellor's Regulations A-663, our school will have notices informing parents about their rights to language assistance services for translation interpretation. Postings on how to obtain services will be near the main entrance of the school, and also printed ready to distribute as a handout. A plan will be devised to ensure that these particular parents will be able to find the school's administrative offices when necessary. The Department of Education's website will provide information in the parents' native languages. Such information will include the rights of parents/guardians to language assistance services and how to obtain these services. We will use all services available for translations from the Department of Education and community agencies to ensure our parents ability to communicate with our staff and afford them that their youngsters will be afforded every educational opportunity.