



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

12x212

School Name:

THE MULTICULTURAL MAGNET SCHOOL

Principal:

GLORIA FORD ANDERSON

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: The Multicultural Magnet School School Number (DBN): 12x212
School Level: Elementary/Middle Grades Served: K-8
School Address: 1180 Tinton Avenue Bronx NY 10456
Phone Number: 718-842-2331 Fax: 718-842-8677
School Contact Person: Gloria Ford Anderson Email Address: gfordandersonson@schools.nyc.gov
Principal: Gloria Ford Anderson
UFT Chapter Leader: Hyacinth Hall
Parents' Association President: Nikkia McLaren
School Leadership Team Chairperson: Jessica Monroe
Student Representative(s): _____

District Information

District: 12 Superintendent: Rafael Espinal
Superintendent's Office Address: 1434 Longfellow Avenue
Superintendent's Email Address: Respina@schools.nyc.gov
Phone Number: 718-328-2310 Fax: 718-542-7736

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 608 Network Leader: Rudy Rupnarain

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

1. 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*.
2. 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.**
3. 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)
Gloria Ford Anderson	*Principal or Designee	
Hyacinth Hall	*UFT Chapter Leader or Designee	
Nikki McLaren	*PA/PTA President or Designated Co-President	
Louis Edmond	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	
Jessica Monroe	Member/ Chairperson	
David Pagan	Member/ Parent	
Haydee Rodriguez	Member/ Parent	
Daniel Schiano	Member/ Teacher	
Osaze Igbineweka	Member/UFT	
Mimy Mpowa	Member/ Teacher	
Merelene Crews	Member/ Parent	
Sindi Ramos	Member/parent	
Lord Monroe	Member/ Parent	
	Member/	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
4.	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.
5.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
6.	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.
7.	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.
8.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
9.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

7. **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.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
9. **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
10. **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

The Multicultural Magnet School (X212) services students in grades K-8 with a population of approximately 506 students. The average attendance rate for the 2013-2014 school year was 89%. The student body consists of 60% Hispanics, 37% Black, and 3% other. There are 49% males and 51% females; 23% of the population are ELLs and 15% SPED.

The Multicultural Magnet School's (X212) vision for the 2014-2015 school year is to extend its impact beyond the walls of the school into the community. Our ultimate goal is to be a transformative agent in the community by preparing each scholar to meet the future challenges of college and career. At MMS 212, every stakeholder is expected to demonstrate PRIDE and receives ongoing support, encouragement, and awareness through the implementation of our PBIS program. PRIDE is an acronym for- Preparation, Respect, Integrity, Discipline and Excellence. The Multicultural Magnet School's implementation of its school wide PBIS program PRIDE has had a profound effect on school culture. As a result of instituting rewards for positive behavior and hosting monthly assemblies where we publicly acknowledge outstanding members of our community, the climate and tone of the building is slowly but steadily being transformed.

At MMS (X212), the academic success of all students is strategically targeted through a well thought out mission to promote literacy, numeracy, leadership and college and career readiness as we educate the whole child. Our students are prepared for high school and college through our emphasis on the CCLS and the development of well-designed learning activities that result in the intellectual engagement of all students. Each learning experience provides opportunities for students to develop higher ordered questions, expand their academic vocabulary, and have meaningful discussions. Students, teachers, parents and school leaders collaborate to monitor student progress.

In alignment with our mission to educate the whole child, we support their social emotional development through an Advisory Program, and exposure to the Visual and Performing Arts (percussion band, step team, dance team). Students also build 21st century skills through our partnership with Xposure, a CBO that specializes in the development of technological knowledge (filmmaking, animation, radio) and financial literacy (investing, saving, and building an investment portfolio).

MMS (X212) has an active Parent/Teacher Association that works with our Parent Coordinator to plan and communicate with parents regarding various events, including Harvest Day Parade, Harvest Ball, Honor Roll assemblies and Curriculum Night. The PTA also hosts an annual community service project "Pennies For Patients" where the entire community comes together to raise awareness of Cancer.

In previous years, there was no vertical or horizontal coherence in the schools instructional approach. This year, with the support of consultants via a partnership with Creative School Services, we have developed, "Connected Practices that Create a Shared Pathway to Success." During the summer of 2014, teachers met and agreed upon a set of practices that would be implemented in every classroom. In addition to common assessments such as the Fountas and Pinnell reading benchmark, we have developed common rubrics to help establish clear writing benchmarks across the grades. In Math, we administer a common basic skill assessment to students in all grades from K-8 with the goal of tracking their rate of progress in attaining fluency in basic operations, and implementing early intervention for struggling students. Performance tasks in all disciplines are evaluated using a common rubric differentiated by task and grade level standards to ensure the criteria upon which we are measuring student work is coherent and aligned to our

school's mission.

12X212 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K .01,02, 03,04, 05,06, 07,08	Total Enrollment	499	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	3	# Music	2	# Drama
# Foreign Language	4	# Dance	2	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	83.9%	% Attendance Rate	89.5%	
% Free Lunch	87.3%	% Reduced Lunch	1.0%	
% Limited English Proficient	22.3%	% Students with Disabilities	17.9%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.2%	% Black or African American	40.2%	
% Hispanic or Latino	56.9%	% Asian or Native Hawaiian/Pacific Islander	0.8%	
% White	0.8%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.18	# of Assistant Principals (2014-15)	1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	2	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	2.2%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	3.65	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	5.3%	Mathematics Performance at levels 3 & 4	4.8%	
Science Performance at levels 3 & 4 (4th Grade)	60.5%	Science Performance at levels 3 & 4 (8th Grade)	17.6%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	78.9%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District	X	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	YES	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	YES	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:	
1.	For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
2.	For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

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

Part 1b. Needs/Areas for Improvement:	
1.	Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u> eveloping and <u>I</u> neffective.
2.	Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Reflection: Based on the May 2014, Quality Review, the school leader must ensure the use of a systematic plan to provide teachers access to pedagogical support, materials, and training aligned to CCLS curricula and instructional shifts for individual and subgroups of students. Ensure that units and lesson plans are aligned to the CCLS, and are implemented with fidelity. Ensure school leaders evaluate and monitor this process for effectiveness, and that staff make appropriate and timely adjustments to plans.

Strengths: The curriculum the school opted into for the 2014-2015 is already aligned to the CCLS and has rigorous performance task and well-designed learning activities that stimulate higher order thinking and builds deep conceptual understanding and knowledge around specific content.

Needs Improvement: Based on the May 2014, Quality Review, the school leader must ensure the use of a systematic plan to provide teachers access to pedagogical support, materials, and training aligned to CCLS curricula and instructional shifts for individual and subgroups of students. Ensure that units and lesson plans are aligned to the CCLS and are implemented with fidelity. Ensure school leaders evaluate and monitor this process for effectiveness and that staff make appropriate and timely adjustments to plans.

Action Plan: Teachers will show evidence of improved delivery of instruction by engaging in inquiry to address differentiation and multiple entry points for all learners especially the instructional shifts; alignment of Aim to the tasks, the development of scaffold questions, and checks for understanding . Teachers will receive professional

development on how to maintain rigor and fidelity of implementation when modifying unit/lesson plans

Part 2 – Annual Goal

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

By June 2015, 100% of teachers, including fine arts, music, and physical education, will engage in the collaborative inquiry process to discuss problems of practice, identify gaps in student understanding, identify strengths and weaknesses in instructional delivery to support the implementation of rigorous Common Core aligned units and lesson plans in all content areas. This will result in a 10% increase in students meeting standards as evidenced by the NY State Standardized Test scores in ELA and Math.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>In September 2014, School Principal and School Programmer will provide common planning time, within the school Program as well as institute Professional Development every Monday along with a professional development plan. (</p>	<p>ELA, Math, SS, Science, ESL and Special Education Teachers</p>	<ol style="list-style-type: none"> 1. During the 2014-2015 school year, School Principal and School Programmer will provide Common Planning Time, Teacher Team/Inquiry Team and Interdisciplinary Team times within the school program, after school, as well as institute Professional Development every Monday along with a Professional 	<p>School Principal, Assistant Principal, School Programmer</p>

		Development plan.	
During the 2014-2015 school year, teacher teams will analyze student performance data to re-design unit plans and lessons to include scaffolded questions, native language resources, visual aids etc. to provide multiple entry points for students.	Students	During the 2014-2015 school-year, the administrative team will train teachers on how to use selected protocols to analyze student work as well as implement recommended instructional shifts.	School Principal, Assistant Principal, Literacy Coach, Teacher Teams
Throughout the 2014-2015 school year, the School Principal, ESL Coordinator, Parent Coordinator and Teachers will conduct parent workshops, hold parent conferences to facilitate understanding of academic expectations of the CCLS.	Parents	On a weekly basis, the Administrative team will send out a school messenger announcement informing parents of upcoming events. ESL Coordinator will hold Monthly Evening Workshops for Parents Jan-April. Teachers will use the 75 minute /Tuesday parental engagement time to schedule meeting with parents.	School Principal, Assistant Principal
During the 2014-2015 school year 85% of teachers will engage in inquiry based structured professional collaborations.	Teachers	During the 2014 - 2015 school year, teacher teams and collaborative inquiry teams systematically monitor the progress of targeted students and send weekly updates to the entire teaching team to connect practices and create a shared pathway to success.	Principal and Assistant Principal will build capacity by developing teacher leaders to lead collaborative inquiry teams

Part 4 – Resources Needed

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

1. Common planning periods will be embedded in the school day schedule.
2. Monday professional development will be differentiated to individualize pedagogical needs according to observation data.
3. Teachers will be offered per session to participate in collaborative inquiry cycles once per week after/before school.
4. Teachers will use the "Looking at student work protocol" to promote data analysis.
5. Teachers will meet in grade teams/subject teams to facilitate vertical and horizontal alignment of curricula.
6. Teachers will be offered per session to conduct analysis/grading of interim assessments/MOSL.
7. Monday professional development sessions will be scheduled to support enhancing teacher practices using the Danielson Framework for teaching in addition to per session differentiated PD after/before school.
8. Teachers will turn-key collaborative inquiry results via email blasts, facilitating professional development sessions, and participate in inter-team visitations to share best practices.
9. Partnership with Creative School Services Consultants.
10. Teachers will be offered per session to teach in after school program targeting ELLs.

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

N/A

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:

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

1. By February 2015, all teachers will be actively engaged in weekly common planning meetings.
2. By February 2015, targeted teachers will demonstrate improved use of data to develop scaffolds for struggling learners, implement lessons with fidelity, and would have participated in one cycle of the collaborative inquiry process.
3. By February 2015, parents would have been invited to a minimum of three events with evidence of increase attendance overall, i.e. celebration, workshop, or parent/teacher conferences.
4. By February 2015, School Principal and School Programmer will have embedded Common Planning Time, Teacher Team/Inquiry Team and Interdisciplinary Team times within the school program.
5. By February 2015, the Principal and the Professional Learning Committee will have evaluated the Professional Development Learning Plan in lieu of ADVANCE data to ensure alignment with identified areas in need of improvement.
6. By February 2015, Principal and teacher teams will have monitored student progress on curricula aligned periodic assessments as well as collected and assess teacher team data by grade, subject, and departments for the first quarter.
7. By February 2015, Administrative staff will have developed a correlating action plan that was turn keyed to the entire teaching staff.
8. By February 2015, Administrative staff will have conducted at least **two** informal observations of teacher practice and provided specific actionable feedback within fifteen days.
9. By February 2015, curriculum departments, teacher teams, coaches and assistant Principals will have evidence of having developed/modified **three** cycles of their instructional maps to maintain an authentic pacing calendar.
- 10.

Part 6b. Complete in February 2015.

- | | | | | |
|---|--|-----|--|----|
| 1. Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| 2. 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 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Reflection: Based on the 2014-2015 Priority and Focus School Quality Review (PFQR) recommendations from Network 608, in order for the school’s strategy and practices to align with the concepts in the Highly Effective column of Tenet 5 the school should : Create a clear link between students’ social and emotional development and success in reaching school level student achievement improvement goals. Provide professional development for teachers that will equip them with strategies to identify and respond appropriately when a student displays signs of social emotional distress that may impede academic success.

Strengths: There is the opportunity to build long term relationships over time with students and families as a Pre-K through 8 school. Most teachers in the school have known students and their families for several years. At the middle school level, students have Advisory and meet in small groups once per week on Fridays. The school launched its PBIS program PRIDE last year which established clear expectations for academic and personal behaviors for all students. The PBIS data can be used to strategically target individual and groups of students who are not meeting expectations. It can also serve as a tangible reward and support system for helping struggling students achieve the confidence and personal behaviors needed to achieve academically.

Needs Improvement: Create a clear link between students’ social and emotional development and success in reaching school level student achievement improvement goals. Provide professional development for teachers that will equip them with strategies to identify and respond appropriately when a student displays signs of social emotional distress that may impede academic success.

Part 2 – Annual Goal

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

During the 2014-15 school year, the school will integrate Positive Behavioral Interventions and Supports (PBIS) with socio-emotional supports for students in collaboration with the CBO Xposure that will result in a 10% reduction in principal and superintendent suspensions as evidenced through OORs reports.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>During the 2014-2015 school year, all teachers will receive training on how to respond appropriately to students with socio emotional problems.</p>	<p>All school staff</p>	<p>During the 2014-2015 school year, School Principal, Assistant Principal, Dean and School Guidance Counselor will provide professional development and will incorporate strategies from the Behavioral Intervention Manual.</p>	<p>School Principal, Assistant Principal, Guidance Counselor ,Dean, and the school's professional development committee will incorporate these trainings into the school's professional development plan</p>
<p>In October 2014, school leaders will develop a middle school advisory program that will use a research based curriculum to increase personal behaviors that promote academic achievement, socio-emotional health, and teach college and career readiness skills.</p>	<p>Students in grade 6-8</p>	<p>In October 2014, school leaders will develop a middle school advisory program that will use a</p>	<p>School leaders, including the Dean, Guidance Counselor, and Advisory teachers</p>

		<p>research based curriculum to increase personal behaviors that promote academic achievement, socio-emotional health, and teach college and career readiness skills.</p>	
<p>Every month, the PBIS team and PTA will host an assembly and invite families to acknowledge students who achieve 100% attendance, student of the month, and earn the required number of PRIDE points for school sponsored trips and rewards.</p>	<p>Parents, Students, Teachers</p>	<p>Every month, the PBIS team and PTA will host an assembly and invite families to acknowledge students who achieve 100% attendance, student of the month, and earn the required number of PRIDE points for school sponsored trips and rewards.</p>	<p>Principal, Assistant Principal, PBIS team, Dean, PTA president and Parent Coordinator will collaborate to advertise, plan, and execute monthly assembly.</p>
<p>In October 2014, and ongoing throughout the school year, school leaders will create a PBIS team to collect, compare, and analyze quantitative (Report Cards/Attendance/) and qualitative data (PBIS tracking sheets/incident reports) to identify patterns and trends, share best practices observed across the school community, monitor student progress and the programs impact on the community.</p>	<p>Teachers, students,</p>	<p>During the 2014-2015 school year, teacher teams will analyze PBIS data to determine its impact on promoting student socio-emotional health and academic</p>	<p>School leaders, including the Dean, and Guidance Counselor.</p>

		success.	
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Part 4 – Resources Needed

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

1. Plan trips as rewards for PBIS program.
2. Purchase tickets for events for students and staff.
3. Per-session for teachers to teach after school tutoring and recreational programs.
4. Anti-bullying curriculum.
5. Embed advisory periods in the day schedule.
6. Girl Circle/Boy’s Council curricula and workshops as a Tier III intervention for at risk students.
7. RAP Curriculum for Advisory.
8. Behavioral Intervention Manual

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

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:

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

1. By February 2015, School leaders, including the Principal, Assistant Principals, School Leadership Team and Deans will have evaluated first quarter PBIS data to identify patterns and trends and developed a solid tiered intervention plan.
2. By February 2015, the Principal, Assistant Principal and Parent Coordinator will have monitored parent attendance via sign off sheets at each event/activity and report a 5% increase in involvement per activity.
3. By February, the Principal and Assistant Principal will have evaluated and monitored first quarter OORs reports for incidents and suspensions monthly, identified targeted students, and implemented a tiered intervention plan as evidenced by a log of assistance.
4. By **June** 2015, the Principal will hire a Dean.
5. By February 2015, the Assistant Principal will have collected completed the anti-bullying and cyber-bullying training of all students as part of the Advisory program.
6. By February 2015, , Principal, Assistant Principal and Guidance Counselor will have engaged in at least one cycle of analysis of the impact of the implementation of strategies from the Behavioral Intervention Manual on the progress of targeted students.

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

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Reflection: Based on the 2013-2014 Quality Review, the school is developing teacher pedagogy from a set of beliefs of how students learn best, shared by most teachers. Teaching practices reflect the school wide set of beliefs that children learn best using the workshop model, where the teacher models expected outcomes, students work in groups to master concepts, and share their learning with the whole class. However, although questioning, scaffolds in English or native language, multiple entry points, and challenging tasks for high achievers are embedded in some parts of the curricula there is a lack of consistency across subjects and classrooms. These practices are not evident in all classes. In several classes, I asked students who had finished their work if they had any challenging tasks to do, and they indicated that they could read a book or rest. In some lower grade classes, students spend time filling in worksheets and have few opportunities for peer conversations, revisions, or sharing of knowledge. As a result, student engagement is limited and there are uneven levels of high quality student work and student improvement.

The school is developing strategies to address a variety of learners, such as using second language acquisition strategies for vocabulary building for all students, and assigning extension tasks for higher achievers, but it is not yet evident across all classrooms. Diverse groups of students receive the same tasks, regardless of specific needs, which hinder their engagement and success in the work. Consequently, improvement in students' performance and progress is not accelerated as evident in the data from student reading levels, writing samples, and unit exams. (rated ‘Developing’)

Strengths: The Multicultural Magnet School’s instructional focus for the 2014-2015 school year, has as its foundation components 3b: Questioning & Discussion Techniques, 3c: Engaging Students in Learning, and 3d: Using Assessment in Instruction. These components represent the critical areas highlighted as in need of improvement for 85% of teachers after analysis of the 2013-2014 MOTP data. Teachers met during the summer and agreed upon connected practices focused on these components that would be implemented vertically and horizontally across disciplines to create a shared pathway to success for all students. Teachers receive personalized support based on their actual observation

data and professional development focused on these three critical components to ensure that the entire community is also making the necessary instructional shifts to promote coherence and alignment across the grades.

Needs: In order for the school’s strategy and practices to align with the concepts in the Effective column of Tenet 4, the school will provide focused, systemic professional development to help teachers incorporate CCLS instruction that is differentiated and leads to multiple entry points of access for all students to achieve targeted goals. Ensure that staff has opportunities that will enable them to use instructional practices appropriately aligned to CCLS curriculum while leveraging multiple points of access to learning.

Part 2 – Annual Goal

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

Throughout the 2014-2015 school- year, school leaders will provide professional development opportunities to all instructional teachers targeting improved classroom strategies, differentiated instruction, and lesson planning so that at least 50% of teachers move at least one HEDI rating on Danielson components 1e, 3b, 3c, and 3d. Teachers will integrate CCLS and will include critical thinking and discussion opportunities within their daily lesson planning to challenge all learners. Teacher participation in professional development will be tracked through attendance records.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Every Month, teachers will receive Professional Development on the Danielson Framework for Teaching that is differentiated to support their areas of critical need and addresses the needs of all learners including SWDs and ELLs.</p>	<p>Teachers, Para-professionals</p>	<p>1. Every Month, teachers will receive Professional Development on the Danielson Framework for Teaching.</p>	<p>1 .School Principal, Assistant Principal, Teachers and Talent Coach will facilitate/design at least 3 hours of PD on Danielson Framework for all instructional staff including para-professionals.</p>

<p>During the 2014-2015 school year, Principal and Assistant Principals will conduct frequent informal observations of teachers and provide specific, timely and actionable feedback on teacher instructional practice.</p>	<p>Teachers</p>	<p>5. During the 2014-2015 school year, Principal and Assistant Principals will conduct frequent informal observations of teachers and provide specific, timely and actionable feedback on teacher instructional practice.</p>	<p>4. Principal and Assistant Principals will conduct observations according to each teachers evaluation selection option as per ADVANCE.</p>
<p>Throughout the 2014-2015 school year, administrators and Lead teachers will engage staff in unit and lesson planning clinics to ensure the level of rigor and questioning is deepened (DOK, Cognitive Rigor Matrix, Danielson).</p>	<p>Teachers, Para professionals</p>	<p>3. Throughout the 2014-2015 school year, administrators and Lead teachers will engage staff in unit and lesson planning clinics to ensure the level of rigor and questioning is deepened (DOK, Cognitive Rigor Matrix, Danielson).</p>	<p>5. Administrators and Lead teachers will engage staff in unit and lesson planning to ensure the level of rigor and questioning is deepened (DOK, Cognitive Rigor Matrix, and Danielson).</p>
<p>On a quarterly basis and during weekly teacher team meetings, Principal, Assistant principal, and teachers, will look at student work products (data analysis; quantitative and qualitative) to adjust lesson plans, units of student, and design standards based assessments that target identified gaps in what students know and are able to do.</p>	<p>Teachers</p>	<p>5. On a quarterly basis and during weekly teacher team meetings, Principal, Assistant principal, and teachers, will look at student work products (data analysis; quantitative and qualitative) to adjust lesson plans, units of student, and design standards based assessments that target identified gaps in what students know and are able to do.</p>	<p>6. Principal and School Programmer will embed common planning time in the school program for weekly team meetings.</p>

Part 4 – Resources Needed

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

1. Common Planning Periods, Teacher Team Meetings, Monday Professional Development Sessions, Per- Session for after school professional development.
2. Class schedules, Teacher’s Programs, ADVANCE
3. Monday Professional Development sessions, Common planning periods, per-session for after/before school professional development sessions.
4. School Program-Professional and Prep periods for intra-visitations.
5. Sub central- Absent teacher Coverage.
6. Meetings with Network/Cluster personnel.
7. Norming Sessions with Talent Coach.

8. Funding to purchase smart boards, Elmo, and projectors to support technology in the classroom to facilitate differentiated instruction, and multiple entry points for all learners.
9. Teach Like a Champion text and workbook.
10. Hire an Assistant Principal for Grades Pre-K -5 to support the implementation of ADVANCE.
11. Per session for teachers to engage in before/afterschool scoring, grading, and data analysis.

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

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:

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

1. By February 2015, every teachers will have receive at least 4 hours of Professional Development on the Danielson Framework for Teaching which included practical strategies for addressing the needs of ELLs and SWDs.
2. By February 2015, all teachers will have engaged in a least **two** observation and feedback cycles
3. By February 2015, all staff will have participated in at least one lesson planning clinics to ensure the level of rigor and questioning is deepened (DOK, Cognitive Rigor Matrix, Danielson).
4. On a quarterly basis and during weekly teacher team meetings, Principal, Assistant principal, and teachers, will look at student work products (data analysis; quantitatively and qualitatively) to adjust lesson plans, units of **study**, and design standards based assessments that target identified gaps in what students know and are able to do.
5. By February 2015, every teachers will have conducted at least two intra-visitations using a focus from the Danielson Framework for Teaching.
6. By February 2015, at least 30% of Teachers will have participated in inter-visitations amongst other schools to build partnerships and share best practices.
7. By February 2015, the Principal will have participated in at least three instructional rounds led by the Network.

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

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	Yes	No
2. 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 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Reflection: Based on the 2013-2014 Quality Review, assessment rubrics and actionable feedback to students and families are being developed. The school is developing teacher assessment practices that reflect the use of ongoing checks for understanding. In some classrooms students reflect on work, but there is little evidence of peer reviews or the use of rubrics for self-assessment across the grades and subjects. The school is using Fountas and Pinnell as a common assessment for reading. However, in the upper grades results are inconsistently used to adjust curriculum and instruction. Consequently, reading goals for English language learners, special education students, and high achievers are not rigorous enough to improve student outcomes. These inconsistencies hinder teachers from making appropriate instructional decisions and adequate adjustments to curriculum impeding student progress and effective use of student data at the team and class levels.

In many classrooms teachers use various forms to assess if students understand the work including hand signals, slates, and turn and talk. However, across classrooms teachers inconsistently use ongoing checks for understanding during lessons, and as a result adjustments to daily and long-term teaching or use of appropriate and differentiated materials to meet all students' needs are not evident. In some classes, students did not know how to respond to questions, and/or activities within a group because instructions were not clear, or they did not understand various tasks, yet students responded chorally that they understood when the teacher asked if they knew how to do the task. The inconsistent use of checking for understanding via informal ongoing assessments precludes teachers from making necessary daily adjustments and results in some students learning needs not being met. (rated ‘Developing’)

Strengths: During the 2013-2014 school year, school leaders prioritized the need for and development of a systematic

and coherent approach for the collection, analysis, and use of data to drive instruction in the classroom. This year in addition to using Fountas and Pinnell as a common assessment for reading, the school has also implemented common assessment 6 +1 Traits for Writing for students in grades K-8 that will enable staff to more accurately determine literacy benchmarks for all students. Administrative staff closely monitors the implementation of agreed upon strategies and instructional practices via frequent observations and feedback conversations with teachers. To build capacity in this area, the school has brought in a consultant who works with each grade team on aligning their assessment results with instructional practices that strategically target the needs of students.

In addition to common assessments such as the Fountas and Pinnell reading benchmark, we have developed common rubrics to help establish clear writing benchmarks across the grades. In Math, we administer a common basic skill assessment to students in all grades from K-8 with the goal of tracking their rate of progress in attaining fluency in basic operations, and to implement early intervention for struggling students. Performance tasks in all disciplines are evaluated using a common rubric differentiated by task and aligned to grade level standards to ensure the criteria upon which we are measuring student work is coherent and aligned to our school's mission.

Needs: Continue to use the identified means and systems to collect and measure progress toward attainment of school goals that include, monitoring of lesson plans, use of data to support rewards systems promoting positive behavior. Make classroom visitations a priority in order to monitor staff practices to ensure that instruction is differentiated, thus allowing access to curriculum for all students.

Part 2 – Annual Goal

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

By June 2015, the school leadership in collaboration with 100% of instructional teachers will implement a school based informal diagnostic, prescriptive, and common assessment system. Designed to identify student gaps in understanding of content, basic skills, and establish benchmarks for each student in all core subjects; curricular and instructional practice adjustments will be made to ensure ongoing monitoring of student progress to meet the needs of all students.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
3. In October- November 2014, February-March 2015, and May-June 2015. Teacher teams will administer the Fountas and Pinnell Reading Assessment and 6+1 Writing Traits Assessment, and a Math Basic Skill Assessment to students in grades K-8 to surface gaps, establish benchmarks, and inform instruction.	Students in grades K-8	October- November 2014, February-March 2015, and May-June 2015. Teacher teams will administer	3. The Principal will establish the date/time of administration and distribute of the

		the Fountas and Pinnell Reading Assessment and 6+1 Writing Traits Assessment to students in grades K-8 to surface gaps, establish benchmarks, and monitor progress.	Fountas and Pinnell Reading and 6+1 Writing Trait Assessment to teacher teams in grades K-8 at the beginning of the year and at the end of each marking period.
In September 2014, Teacher teams will administer a common baseline assessment in all content areas to students in grades K-8.	Students in grades K-8	September 1-September 30, 2014, Teacher teams will administer baseline assessments.	Teachers in collaboration with school determine the baseline assessments in grade teams.
During the 2014 school year, Teacher Teams will participate in collaborative inquiry to monitor student progress and share best practices to ensure that instruction is targeting gaps in what students know and are able to do as evidence by analysis of student performance on performance tasks, benchmark, and interim assessments.	Students in Grades 3-8, Students with Disabilities and English Language Learners	During the 2014-2015 school year, Teacher teams will administer the Pearson CCLS Curricula aligned ELA/Math Benchmark Assessment to students in grades 3 -5 (Go Math Standards Sequence) – grades 6-8 (CPM3 Standards Sequence (Fall and Spring) Grades 3-8 ELA: Expeditionary Learning benchmark assessments Fall and Spring) ELL Periodic Assessment (Fall and Spring)	The Principal in collaboration with Teacher teams will determine the scheduling and administration of curricula aligned benchmark assessments based on scope and sequence alignment.
During the 2014-2015 school year, the school leader will improve the communication systems within the school and	Students	During the 2014-2015 school year,	Principal, Assistant Principal, Parent

<p>the community so all parties are aware of the school goals, progress towards those goals, and where their assistance would be most helpful so that there will be a 10% increase in passing ELA and Math Standardized Assessments for April 2015.</p>		<p>the school leader will improve the communication systems within the school and the community so all parties are aware of the school goals, progress towards those goals, and where their assistance would be most helpful so that there will be a 10% increase in passing ELA and Math Standardized Assessments for April 2015.</p>	<p>Coordinator will conduct quarterly assemblies to share student progress data.</p>
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Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>	
<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 	<p>Middle School schedule will be adjusted to accommodate extended time for testing. Teachers will use Mac Computers in the school library to conduct whole class testing. Teachers will utilize common planning time embedded in the program to analyze scope and sequence alignment with curricula aligned benchmark assessments. Teachers will be offered per-session to participate in the collaborative inquiry process to analyze student performance results. Teachers will be offered per-session to conduct analysis/scoring of periodic assessments. Fountas and Pinnell Assessment material. Basic skill workbooks. Administration Per-Session for supervision of before/after school activities.</p>

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p>	
<ol style="list-style-type: none"> 9. 10. 	<p>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.</p>
<ol style="list-style-type: none"> 1. 	<p>By November 2014, Teacher teams will analyze student performance on baseline assessments and utilize the data to drive instruction in the classroom, identify students requiring tier II/tier III interventions, and to identify gaps/make adjustments in curriculum.</p>

- 2. By February 2015, teacher teams will administer Fall Interim Assessments and establish goals in preparation for State Standardized Tests.
- 3. On a quarterly basis, Principal and teacher teams will monitor student progress on curricula aligned periodic assessments as well as collect and assess teacher team data by grade and subject.
- 4. By February 2015, 30% of teachers will have participated in at least one cycle of collaborative inquiry process.

Part 6b. Complete in February 2015.

5. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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6. 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 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

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

15. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

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

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

Part 1b. Needs/Areas for Improvement:

17. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

18. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Reflection: Last year, teachers and staff were challenged with finding the time to initiate contact with parents regarding their child’s academic progress in a systemic manner. Most communication was reactive in response to behavioral issues or failure to thrive academically. The set aside time for teachers to engage parents on Tuesdays has already had a positive impact on the quantity and quality of access to parents. Last year we piloted the use of an online grading program- Data-Cation/ Skedula. After analyzing data, we found that only 20% of our parents were active users of the site and we needed to find ways to systematically and consistently enroll and train parents on the program. This year, we have implemented “School Messenger” to support the promotion of Skedula which will be used to encourage parents to check their child’s status online on a weekly basis.

Strengths: The Multicultural Magnet School has an active Parent Association that works with our Parent Coordinator to communicate with Parents about various events, including student celebrations, school performances, monthly workshop. In addition, parents volunteer in the school every day assisting with arrival and dismissal procedures which has helped to promote belonging and trust through their frequent engagement with members and other parents in the school community.

Needs: In order for the school’s strategy and practices to align with the concepts in the Effective column of Tenet 6, we must expand the use of communication mechanisms to develop a system where parents can participate in reciprocal communications with teachers and other staff members about their child’s academic and social emotional developmental health and progress so that the school can engage in a dialogue with families about improvement efforts.

Part 2 – Annual Goal

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

Throughout the 2014-2015 school year, school leaders will promote and see a 10% increase in parental use of the online grade-book (Data-Cation/Engrade). The school will also use the automated messenger system (School Messenger) to ensure that information about students and the school reaches all parents.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <p>19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>20. 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).</p> <p>21. Strategies to increase parent involvement and engagement</p> <p>22. Activities that address the Capacity Framework element of Trust</p>	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Throughout the 2014-2014 school year, Principal and various staff members will conduct staff trainings on the use of Data-Cation, provide literature and letters to parents explaining the rationale behind the program</p>	<p>Parent, Teachers</p>	<p>Principal and various staff members will conduct staff trainings on the use of Data-Cation, Engrave and provide literature and letters to parents explaining the rationale behind the program</p>	<p>School Principal and various staff members will conduct parent training sessions through the coordination of the Assistant Principals and Parent Coordinator.</p>
<p>During the 2014-2015 school years, the school will partner with Learning Leaders – a Family Volunteer Program that provides training and workshops geared to empower parents to foster their child’s educational development.</p>	<p>Parents</p>	<p>During the 2014-2015 school years, the school will partner with Learning Leaders – a Family Volunteer Program that provides training and workshops geared to</p>	<p>School leaders-Principal, Assistant Principal and SLT in collaboration with the Parent Coordinator will provide the necessary space and time allocations for successful implementation of workshops and other recommended activities by the Learning Leaders team.</p>

		empower parents to foster their child's educational development.	
During the 2014-2015 school years, the school will provide The MMS 212 Evening Academy for the parents of ELLs. The workshops will introduce parents to technology and increase their understanding of ELL instruction and assessment.	Twenty Parents of English Language Learners.	Teachers and Parents will meet once a month on Thursday evenings for four sessions during the months of February-May.	The ESL Coordinator and Teachers in collaboration with school administration will oversee the following four targeted sessions: <ol style="list-style-type: none"> 5. Orientation to the Title III After School Program 6. Understanding the NYSESLAT 7. Literacy for ELA 8. Introduction to technology and computers
Every month, parents will receive an invitation to attend a school event e.g. workshop, celebration, school performance.	Families	Every month, parents will receive an invitation to attend a school based event.	School leaders-Principal, Assistant Principal and SLT in collaboration with the Parent Coordinator will use school messenger, backpack, flyers, text, and emails to extend an invitation to all parents to encourage participation.

Part 4 – Resources Needed

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

1. Data Cation, Learning Leaders, and School Messenger.
2. Per-session for staff to teach MMS 212 Evening Academy for the parents of ELLs
3. Per-session for Teacher led professional develop/workshops before/after school.
4. Instructional materials for ELL academy (workbooks, trade books.
5. Copy paper.
6. Volunteers for the Learning Leader Program.
7. Per-session for ELT after school for ELLs.

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

N/A

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:

11. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

12. Specify a timeframe for mid-point progress monitoring activities.

3. By **June** 2015, parental use of the online grade book will have increased by 5%.

4. By **June** 2015, 100% of teachers will have fully implemented their online grade book.

5. By February 2015, School Administrators will have analyzed parent attendance at school events and developed a plan to increase participation.

6. By February 2015, parents will have received an invitation to a school based event, conference, or celebration at least one time per month.

7. By February 2015, the Learning Leaders Program will have developed and implemented a training and professional development plan.

Part 6b. Complete in February 2015.

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?

Yes

No

12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Progress Reports, Report Cards, Student Work, Inquiry Team Data, guidance Counselor Referral, Parent Request, CST referrals	Individualized RTI support, Words their way, Differentiated instructional resources, Wilson, Reading Eggs, Study Island, ELL City, Live Streaming, Mathletics, Brain Pop, I-Ready, Read 180	Small group, tutoring, one to one	During the school day, before/after school, Saturday Academy
Mathematics	Progress Reports, Report Cards, Student Work, Inquiry Team Data, guidance Counselor Referral, Parent Request, CST referrals	Ready, Basic Skills, RTI for All, Study Island Mathletics, I-Ready, Integrated Algebra Regents Academy	Small group, tutoring, one to one	During the school day, before/after school, Saturday Academy
Science	Progress Reports, Report Cards, Student Work, Inquiry Team Data, guidance Counselor Referral, Parent Request, CST referrals	Regents Preparatory Academy, Study Island	Small group, tutoring, one to one	During the school day, before/after school, Saturday Academy
Social Studies	Progress Reports, Report Cards, Student Work, Inquiry Team Data, guidance Counselor Referral, Parent Request, CST referrals	Study Island	Small group, tutoring, one to one	During the school day, before/after school, Saturday Academy
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk counseling, Response to Intervention, Positive Behavior Incentive Support Program, Student Incentive Programs, CST team, PPT (Attendance team), At risk counseling (Counselors and or		Small group, tutoring, one to one xx	During the school day, before/after school, Saturday Academy

	SAPIS), RTI, PIP plans, functional behavioral counseling, academic counseling, Community Outreach (AIDP), MDR, 504 Accommodation for At-Risk immunization, triage as needed, referrals, and wellness consultations			
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12X212 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	499	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	3	# Music	2	# Drama
# Foreign Language	4	# Dance	2	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	83.9%	% Attendance Rate	89.5%	
% Free Lunch	87.3%	% Reduced Lunch	1.0%	
% Limited English Proficient	22.3%	% Students with Disabilities	17.9%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.2%	% Black or African American	40.2%	
% Hispanic or Latino	56.9%	% Asian or Native Hawaiian/Pacific Islander	0.8%	
% White	0.8%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.18	# of Assistant Principals (2014-15)	1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	2	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	2.2%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	3.65	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	5.3%	Mathematics Performance at levels 3 & 4	4.8%	
Science Performance at levels 3 & 4 (4th Grade)	60.5%	Science Performance at levels 3 & 4 (8th Grade)	17.6%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	78.9%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	YES	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	YES	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

12X212 School Information Sheet Key

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# Foreign Language	4	# Dance	2	# CTE
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School Composition (2013-14)				
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ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	78.9%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	YES	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	YES	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
x	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ol style="list-style-type: none"> 1. New teacher training, mentoring program. 2. Buddy teachers and special emphasis on classroom intra-visitations 3. A program schedule that builds common planning time, departmental conferences, and grade conferences 4. Use of ARIS Learn to promote online teacher professional development 5. Use of teacher text such as "The Skillful Teacher" to promote specific classroom/teaching practices 6. Special emphasis on the Depth of Knowledge Wheel and the Cognitive Rigor Matrix to promote rigor and higher order thinking tasks/questions 7. Provide ongoing Professional Development for teachers and staff to ensure effective use of strategies, rubrics, curriculum maps, unit planning and data analysis 8. Partner with Network to provide lesson plan clinics, Instructional Rounds and classroom visits 9. Partner with the Teacher Effectiveness Unit with emphasis on the Danielson Teaching Framework 10. Monthly staff meetings to address teaching practices and data awareness 11. Attend teacher fairs to recruit teachers or other pedagogues 12. Network with other Principals and Assistant Principals with the focus of recruiting teachers or staff members 13. "Webinars and tutorial resources based on ARIS Learn

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"> • ELI workshops for Assistant Principals • Instructional Rounds hosted by the Network • Instructional Leads trainings hosted by the Network • Principal led Professional Development for Assistant Principal and Teachers • Teacher led Professional Developments

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

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.).

Pre-school students at MMS 212 are an integral part of the community. Students receive early intervention services from the school based support team and early childhood teachers participate in all professional development sessions held at the school. The curriculum is aligned to support long term goals and develop targeted interventions to ensure that students are on track to access the Kindergarten curriculum. Parents of early childhood students are included in the distribution lists for all communication systems, are invited to and participate in all school based activities.

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.

Default on Measures of Student Learning. MOSL committee selected to select local MOSL assessments, target population, and measure. Teachers received professional development resources from the network on using the rubrics for NYC performance assessments and professional development on how to use data from these assessments is forthcoming from the MOSL coach assigned to the network and Achievement Coach

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	\$386,441	x	Pg. 13,17,21,25,29

Title I School Improvement 1003(a)	Federal	N/A	N/A	N/A
Title I Priority and Focus School Improvement Funds	Federal	\$93,539	x	Pg. 13,17,21,25,29
Title II, Part A	Federal	N/A	N/A	N/A
Title III, Part A	Federal	\$13,056	x	Pg. 13,25,29
Title III, Immigrant	Federal	\$3,496	x	Pg. 13,25,29
Tax Levy (FSF)	Local	\$2,451,133	x	13,17,21,25,29

¹Explanation/Background:

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

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

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

1. 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.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.

7. **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.
8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **The Multicultural Magnet School**, 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. **The Multicultural Magnet School** will support parents and families of Title I students by:

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

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

school's Title I program. This information will be maintained by the school.

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

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

The Multicultural Magnet 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)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<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: PS /MS 212	DBN: 12X212
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: 42
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: 4
of certified ESL/Bilingual teachers: 2
of content area teachers: 2

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:

Our goal is to be able to support our ELLs with a variety of experiences which will enable them to acclimate and transition within/outside of our school community. We want our students to be proud of their culture and we want them to successfully increase their English proficiency level from Beginners to Intermediate and/or from Advanced to Proficient.

The After School English as a Second Language ESL / ELA Title III Instructional Program.

One ESL, one ELA teacher in the Middle School; one ESL, one ELA teacher in the Elementary will team teach to provide ESL, Native Language Arts, and English Language Arts instruction to two groups of ELLs: grades 3 - 5 and 6 - 8: 13 -beginners, (more than one year) including 7-SIFE and new comers, 12- first time intermediate, and 10 -advanced/ proficiency levels as determined by the 2014 NYSESLAT scores. The focus of the Title III class is on accelerating development of academic English and literacy for the targeted groups through a variety of instructional strategies including scaffolding learning in various grouping configurations and differentiating instruction.

The number of students in each group will be no more than 21.

The Program will be implemented for a total of 34 sessions for a total of 42 students (two groups of 21). The Program will start on January 7, 2015 and end on May 14, 2015.

Four teachers:

Elementary School: 1 Common Branch, 1 ESL teacher

3-5 students would be co-taught by both teachers for two hours

Middle School: 1 ELA Teacher and 1 ESL teacher 6-8 students would be -taught by both teachers for two hours.

The language of instruction will be English and Spanish to our SIFE native language speakers.

There will be 2 - ESL certified teachers, one at the Elementary level for 3 - 5 and one at the Middle School level for 6 - 8, 1- certified ELA teacher at the MiddleSchool level and 1- Common Branch Teacher at the Elementary level.

Materials that will be used in the program include: ESL books and supplies, such as : Getting Ready for the NYSESLAT and Beyond, Hot Topics, Passageways, Spanish Trade Books, Expeditionary Learning, Engage N.Y., Finish Line for ELLs, English Language Arts review books and other instructional books (All materials will be at no cost to Title III Program).

Part C: Professional Development

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

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

Begin description here:

We are going to implement the following Title III professional activities which will enable our teachers to support our ESL population: Title III ELL Study Group - Four teachers (ESL 2, ELA- 1, and Elementary - 1, Teachers) will meet for four sessions, two hours a week after school during the month of January, February and March to study "English Learners Academic Literacy and Thinking - Learning in the Challenge Zone by Pauline Gibbons, (Heinemann) and look at students' work in the Title III program and as well as their academic classes in the regular day program. They will examine ELL teaching strategies and student work and will explore options to increase student achievement through supplemental instruction that is aligned to the day program for ELLs.

Session 1: English Learners Academic Literacy, and Thinking

Rationale: Teachers will discuss specific ways in which these transitions challenge English Language Learners.

Date: January 16, 2015

Time: 2:30 - 4:30

Session 2: Intellectual Work in Practice / A View from the classroom

Rationale: Teachers will reflect in ways of how their own teaching can become more authentic.

Date: February 6, 2015

Time 2:30 - 4:30

Session 3: Literacy In The Curriculum / Challengers for English Language Learners

rationale: Teachers will reflect in ways in which they design instruction for English Language Learners

Date: March 13, 2015

Time: 2:30 - 4:30

Session 4: Engaging with Academic literacy / examples of classroom activities

Date: April 10, 2015

Time: 2:30 - 4:30

Part C: Professional Development

During team and curriculum meetings, teachers/advisors will complete student learning profiles for each student to determine areas of strength and weakness and examine student work and determine the skills that each student needs to be able to successfully obtain English language proficiency to quickly transition them from beginners to intermediate/advanced to proficiency to ultimately place them in the regular English setting for instruction.

For school year 2014 - 2015 teachers will be encouraged to take ESL training workshops offered by the NYC Department of Education, Department of English Language Learners and Student Support Professional development - teachers will learn how to better incorporate ESL methodologies like scaffolding and differentiation in their content area classroom for the ELL population.

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:

The benefits of Parents and Community involvement leads to better attendance, higher achievement, improved attitudes about learning, and higher graduation rates, with this in mind PS / MS 212 Parents of ELL's participate in all schools related activities such as: Parent /Teacher Conferences in the Fall and Spring. ESL Parent Orientation of newly enrolled students. ELL workshop during the Parent-Teacher Conference nights. Parent Association Meetings, School Leadership Team meetings, student performances, and trips. Our Community Based Organizations: Xposure hold meetings with parents to inform of their activities and translators are available to assist with translation. In addition, Mr. Cardoza, Parent Coordinator, and Mr. William Teran, ELLs Coordinator, conduct constant need assessments to determine the needs of the Parents: The creation of Evening Academy for the parents of ELLs will target twenty parents for Technology / ESL classes and cultural trips. Teachers and Parents will meet once a month on Thursday evenings Saturday for four sessions during the month of February, March, April and May. These workshops will introduce parents to technology, increase their understanding of ELL instruction and assessments, and will also include an invitation to attend cultural trips. The RHLA indicates Spanish is the dominant language of ELLs in our school but to ensure that all parents are invited, all communication will also be translated to French for those few parents whose first language is French. The ESL teacher, and the Parent Coordinator will greet and meet with our targeted parents. Refreshments and materials are at no cost to the program.

Session 1: Orientation to Title III After School Program

Rationale: Parents of ELLs will have a clear understanding of the Title III goal and activities to encourage their children to attend all sessions.

Date: January 15, 2015

Time: 5:00 - 7:00 P.M.

Part D: Parental Engagement Activities

Session 2: Understanding the NYSESLAT. (New York State English Second Language Achievement Test)
 Rationale: Parents of ELLs will have an understanding of the NYSESLAT scores and the importance of moving from one level to the other.

Date: February 5, 2015

Time: 5:00 - 7:00 P.M.

Session 3: Literacy for ELA.

Rationale: Parents of ELLs will have an understanding of the NYS ELA Test to help their children achieve and prepare for this test.

Date: March 12, 2015

Time: 5:00 - 7:00 P.M.

Session 4: Introduction to technology / computers.

Rationale: Parents of ELLs will be introduced to different Websites to help their children with school work.

Date: April 16, 2015

Time: 5:00 - 7:00 P.M.

Part E: Budget

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

Allocation Amount: \$0

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

Part E: Budget

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

Allocation Amount: \$0

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

**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 12	Borough Bronx	School Number 212
School Name THE MULTICULTURAL MAGNET SCHOOL		

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 Gloria Ford Anderson	Assistant Principal Hilda Robles
Coach	Coach
ESL Teacher Claudio Estrella	Guidance Counselor Mimy Mpowa
Teacher/Subject Area Belkis Pena ESL	Parent
Teacher/Subject Area Narelys Pagan ELL Coordinator	Parent Coordinator Orlando Cardoza
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

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.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	510	Total number of ELLs	109	ELLs as share of total student population (%)	21.37%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Freestanding ESL														
Push-in	0	1	1	1	1	1	1	1	1	0	0	0	0	8
Pull-out		1	1	1	1	1	1	1	1	0	0	0	0	8
Total	1	2	0	0	0	0	17							

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	109	Newcomers (ELLs receiving service 0-3 years)	77	ELL Students with Disabilities	10
SIFE	8	ELLs receiving service 4-6 years	32	Long-Term (completed 6+ years)	12

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	0	0	0	0	0	0	0	0	0
Dual Language	8	0	0	0	0	0	0	0	0	8
ESL	69	5	2	32	3	4	12	0	4	113

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		
Total	77	5	2	32	3	4	12	0	4	121
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	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	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	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	10	16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10	16
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	10	16	0	10	16															

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>1</u>	Number of third language speakers: <u>4</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>11</u>	Asian: <u>0</u>
Hispanic/Latino: <u>13</u>	Other: <u>2</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>

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	0	8	12	6	6	6	14	13	10	0	0	0	0	75
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	2	4	3	3	0	0	0	0	12
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	2	1	3	0	3	2	0	0	0	0	11
TOTAL	0	9	12	8	7	11	18	19	15	0	0	0	0	99

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)	8	2	3	4	2	3	4	7	7	0	0	0	0	40
Intermediate(I)	0	0	2	1	2	5	8	7	6	0	0	0	0	31
Advanced (A)	2	7	7	3	3	3	6	5	2	0	0	0	0	38
Total	10	9	12	8	7	11	18	19	15	0	0	0	0	109

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I	0	4	1	0	0	2	4	2	2	0	0	0	0
	A	0	3	4	1	4	4	6	9	5	0	0	0	0
	P	0	0	4	3	1	2	1	4	4	0	0	0	0
READING/ WRITING	B	0	2	0	0	0	3	0	6	7	0	0	0	0
	I	0	3	2	1	4	5	6	4	2	0	0	0	0
	A	0	2	7	2	1	1	6	9	1	0	0	0	0
	P	0	0	0	1	0	1	2	1	2	0	0	0	0

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	0	0	0	2
4	4	0	0	0	4
5	8	2	0	0	10
6	5	1	0	0	6
7	12	2	0	0	14
8	7	2	0	0	9
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	0	0	0	0	0	0	0	2
4	4	0	1	0	1	0	0	0	6
5	5	3	1	0	0	0	0	0	9
6	5	4	0	0	0	0	0	0	9
7	7	10	0	3	0	0	0	0	20
8	7	4	0	2	0	0	0	0	13
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	1	4	1	1	0	0	0	9
8	0	2	3	0	0	0	0	0	5

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

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

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.
 Paste response to questions here: Early literacy skills are assessed using ECLAS. ECLAS allows us to assess reading levels, fluency, comprehension, phonetic skills, and writing skills. The data has allowed us to pinpoint the need to focus instruction on reading strategies for comprehension and phonics for decoding. Fountas and Pinnell Running Record is utilized school wide. Each student's

reading level is assessed through their decoding, fluency, and comprehension of the text. The ECLAS data for Kindergarten and first grade demonstrated the need to focus on sight words and phonetic structures such as diagraphs, diphthongs, and blends . Our ELLs in first grade cannot decode diagraphs and blends as one phonetic structure . Additionally, our beginner second grade ELLs are struggling with letter recognition, decoding simple consonant vowel consonant patterns. For these reasons ESL instruction will focus on family words, short vowels cvc patterns, utilizing visual cues, and decoding strategies. Furthermore students below the grade level benchmarks in Fountas and Pinnel will be grouped for RTI instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Paste response to question here: A current review of the LAB-R revealed that the majority of our Kindergarten students are testing at the beginner level. Our newcomer middle school students are testing at a beginner level. A review of current NYSESLAT data (2013) revealed that although some students achieved a particular level (ex.. Advanced) on the combined modality report, their actual achievement differed. In some instances, a student who scored at the advanced level in speaking and listening, may actually be at beginning level in speaking and intermediate level in writing. In addition, our largest placement group in Listening/Speaking (34) is Advanced and Reading/Writing (28) Advanced . The data also revealed scattering within modalities tend to occur (in this case) among the upper grades (7th and 8th) which was our largest influx of ELLs in 2012-2013. Our sixth through eighth grade beginners through the LAB-R in 2012-2013 made the most significant growth testing at intermediate level in their first year of service . Our current second grade ELLs placed at advanced with students scale score very close to proficient. The fourth grade ELLs tested at advanced or proficient in Listening/Speaking and at varying levels in Reading/Writing.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Oaste response to question here: The RNMR modality analysis report is not available for the Spring 2013 NYESLAT exam .Based on this information, lessons can be customized to meet the student’s individual needs and target groups. We are able to pinpoint the need of increasing ESL instruction focused on phonetic structures, reading fluency and comprehension strategies for the kindergarten and first grade students. In order to support the students testing nearly at proficient in reading/ writing, organization, sentence variety, word choice and especially conventions will be targeted for middle school advanced students. Our middle school intermediate students demonstrated a need in the reading component in the NYSESLAT. Instruction in reading comprehension strategies especially fix-up strategies in order to increase students monitoring their own comprehension will be targeted for our middle school intermediate students. Through inquiry the ESL teachers along with the classroom teachers will align the curriculum with the specific targets for each grade span and language level. They may use the NYSESLAT results and the state exams to target specific modalities or skills per student or target group. One particular target group to provide additional support in ELA will be our second year ELLs , data from the state ELA exam of 2013 demonstrated this need. Furthermore, our SIFE students and newcomers through our Basic Skills RTI program will be provided the additional support through tailored instruction utilizing the data from the NYSESLAT and AMAOS. The groupings will be ascertained through the AMAQ tool which implies the at-risk students.The AMAQ tool will allow us to predict which student may not meet one level of growth or proficiency and target the modality needed to progress one level or reach proficiency, with the specific modality, needed to attain this goal. The AMAQ tool will also allow us to create RTI groups for students with their deficiencies addressed in small group instruction utilizing base line , midline , and in house assessments of the exact modality. The AMAQ tool hilighted the students as at risk for not meeting AMAQ 1 and 2. Through data from the NYSESLAT and diagostic tools it was determined, to focus on in small group instruction with specific teaching strategies building listening, and reading comprehension.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Paste response to questions here: Some patterns we were able to identify were that Listening and Speaking demonstrated the largest group of Advanced Students. Grades 7 and 8 presented the largest group of beginners in reading and writing. Our ELLs testing in their native language in the content areas had similar results as those testing in English with close to equal numbers in each grade span. The data from the ELL Periodic Assessments were used for inquiry where teachers were able to create strategic groups in AIS, ESL and content area. The data was also utilized to differentiate tasks aligning with the Item Analysis of the skills or content area Gaps within mandated ESL instruction and extended day.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)

Paste response to question here: All students, including ELLs, are given baseline assessments that align with the grade level benchmarks and competencies students should attain by their grade. Teachers utilize the data from the baseline assessments in team meetings to discuss and designed tailored instruction. Tailored instruction of students at-risk , or below garde level benchmarks is given in small groups or 1:1 during RTI, and ESL (push in/pull out). Additional assessments , midlines, and in house teacher created

assessments allow student progress to continually be monitored and instructional decisions are revisited.

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

Paste response to question here: Through professional development and teacher team meeting teachers are given access to each student's language level, second language level indicators, and the stages of language acquisition, present at that language level. Through professional development and teacher team meetings, teachers create lessons, assessments, and materials that address the behaviors, and competencies at that stage of language acquisition. Through inquiry teachers can select exact teacher strategies that align with their student's language level needs.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

Paste response to questions here: We currently utilize the content area Scotts Foresman Science, Scotts Foresman Social Studies, (Spanish/English), Award Reading, and Estrellita assessments to assess the English proficient student progress in each content area and language acquisition. This allows us to pinpoint and monitor progress of our English proficient students and our ELLs in each specific content area. Through Estrellita in our Kindergarten Dual Language class we have beginners in the second language for the English Proficient students. Our English proficient students in Kindergarten have not taken any State Assessments.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Paste response to question here: Through quantitative measures such as the AMAO tool, AYP, NYSESLAT, benchmarks which are house assessments and the ELL periodic Assessment data is analyzed by teachers, teacher teams, inquiry and administration to pinpoint if the ELLs demonstrate progress in acquiring academic English necessary to perform on grade level. Qualitative measures such as student portfolios, Common Core performance tasks, and teacher team learning walks, allow teachers and administration to pinpoint the achievement gaps in the core instruction of ELLs.

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](#).)

Paste response to question here: We use multiple criteria to make decisions as to where to place ELL students who enroll at our school. Particularly, a certified pedagogue will assist to complete the HLIS; at registration, and conduct an initial interview. This allows us to identify the ELLs within the first ten days. Additionally, through the use of the LAB-R scores, ARIS and NYSESLAT we can appropriately place each ELL according to the language level in the ELL program. Placement letters are distributed by mail to the parents. Additionally, placement letters are maintained in a separate binder in the school. Continued entitlement letters are distributed by mail. Continued entitlement letters are maintained in a separate binder in the school. Letters, brochures, and any other information given to the parents is available in their home language. In order to effectively communicate with parents, translators are present in the orientations and workshops. In addition, translated documents from the Office of ELLs are utilized. At registration, parents complete a Home Language Identification Survey (HLIS) for their child/ren. An informal interview is completed by designated pedagogue from the school ELL department, Ms. Pagan (the ELL Coordinator/Spanish), or Ms. Pena (ESL teacher/Spanish) who is able to speak in their native language and English. Designated translators are available if needed, Mr. Estrella (ESL teacher/Spanish or French) or Ms. Mpowa (School Counselor/Spanish/French). Based on their responses to the survey questions, and the informal interview the student is administered the Language Assessment Battery (LAB-R) by an ESL teacher (Ms. Pagan or Ms. Pena) to determine the child's level of English language proficiency and the type of service. If the Home Language survey indicates the home language is Spanish, the Lab-R in Spanish is given by one of the three bilingual ESL teachers. The parents are provided with school wide information including special ESL services. The ELL Coordinator (Ms. Pagan), the ESL teachers (Ms. Pena, Mr. Estrella), review the various ATS reports (RLER, RLAT, RNMR, RESI) to ensure every ELL is identified properly and administered the NYSESLAT. The RLAT, RNMR, and the LAB-R scores are reviewed by the ELL department to ensure correct placement of every ELL. Additionally these reports allow the ELL department to target each of the four components during

instruction according to the data.

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.

Paste response to question here .After the initial interview a follow-up orientation workshop is held within ten days of entering the NYC school system. The ELL Coordinator (Ms. Pagan and the ESL teachers(Ms. Pena and Mr. Estrella) are present at the orientation meetings and at the monthly ELL program meetings. Individual appointments are also made by parents with the ELL Coordinator for the parent orientation when they are unable to attend our monthly meeting. During the orientation session, the parents of English Language Learners (ELL) have the opportunity to watch a video from the DOE explaining the following programs – Transitional Bilingual Education which offers instruction both in the student’s native language,as well as ESL; Dual Language – half the instruction in English and half in the student’s native language; and a Freestanding English as a Second Language program which provides all instruction in English through the use of specific instructional methodologies. Additionally we provide parents with the ELL Parent Brochure, the Parent Choice Survey, and the PS 212 ELL program handbook in their native language. At 212, as per parent choice at this time we provide a Freestanding English as a Second Language program. Our parent choice selection for the lower grades have shown more interest in Dual Language. Therefore, this year we have opened a Dual Language class in Kindergarden. A PS212x ELL department weebly site is also available where parents are informed of all orientation meetings, language clubs and ELL parent workshops. Additional outreach through letters, phone calls, and our weebly site can be done to inform parents who have previously chosen a TBE/DL program if the program becomes available as per parent choice.

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

Paste response to question here: The teachers, supervisors, and parent coordinator keep the parents informed through meetings, workshops and literature. As a result of effectively disseminating information to parents, they have been able to make informed decisions in selecting a program for their children. The ELL Coordinator mails parents the entitlement letters. Copies of the entitlement letters are maintained in a separate binder in the school. Whenever possible the ELL coordinator recieves the Parent Selection Forms immediately after the orientation meetings, following intake, or the monthly orientation meetings. The parent choice letters are kept in a seperate binder in order to consistently refer to the current trend of parent choice and maintain a tally of the parent choices. If a parent was unable to attend the monthly orientation meeting, an appointment is made with the ELL Coordinator at the convenience of the parent to complete the Program Selection Forms. Phone calls, and letters to parents by mail are done until the parent choice letters are received.

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.

Paste response to question here: We use multiple criteria to make decisions as to where to place ELL students who enroll at our school. Particularly, a certified pedagogue will conduct an initial interview; use LAB-R scores, ARIS and NYSELAT Combined Modality Report (RNMR) to inform our decision. Placement letters are distributed by mail to the parents. Additionally, placement letters are maintained in a separte binder in the school.Continued entitlement letters are distributed by mail . Continued entitlement letters are maintained in a separate binder in the school. Letters , brochures, and any other information given to the parents is available in their home language. In order to effectively communicate with parents, translators are present in the orientations and workshops. In addition, translated documents from the Office of ELLS are utilized.

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.

Paste response to question here: Advanced planning and programming between the ELL Coordinator, ESL teachers and Testing Coordinator ensure that schedules are created with groupings. Each student is grouped according to their grade sapn with the corresponding proctors. Each proctor is given a testing schedule for each NYSELAT component. There is an absentee schedule as well for each componenet. The speaking component is administered by corresponding proctors with a list of students to be tested by scheduled dates. The testing proctors are all certified ESL teachers. Mock NYSELATS and Interim Assessment provide the framework for the administration of the NYSELAT. We utilize the RLER, and RLAT, ATS reports to determine NYSELAT eligibility.

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. 

Paste response to question here: After reviewing the Home Language Surveys, Program Selection forms for the past few years, and biographical data of our students, we have discovered that our ELLs come from diverse multicultural backgrounds such as Africa, Asia, Caribbean, and South America. After reviewing the Home Language Surveys, we have identified that our ELLS speak different languages in each grade . After reviewing various ATS reports (RLER, RLAT, RESI, RYOS), with the Parent Surveys we have identified that we currently do not have enough ELLs of the same home language in two consecutive grades to create a transitional

bilingual education class. Additionally our tally of Parent Selection Surveys is updated following each monthly parent orientation meeting. The majority of our program selection forms demonstrate the current trend of ESL as the first program choice. The maximum amount of Parent choice in a grade span for a transitional bi-lingual education class is 7th-8th grade with five parents selected a transitional bilingual education class. Therefore, as per parent choice, we have adapted a Freestanding English as a Second Language program which addresses the needs of our diverse student population. However, after reviewing the Home Language Surveys, and Pre-K Language Needs Assessment, of 2012-2013, interviews with parents, and biographical data of Pre-k and Kindergarten students, we have seen a large influx of Students with a Home language of Spanish. Our parent choice selections of the lower grades have shown more interest in Dual Language. In 2012-2013 the kindergarten and First grade parent surveys we had ten parents select Dual language with their home language as Spanish. We are maintaining a Dual Language program beginning in Kindergarten. There are two Kindergarten classes with one being a dual language class.

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])?

Paste response to questions here:

1. In an effort to customize our instructional program, the variation in the required instructional units per level of functioning is addressed during our programming sessions. Our beginners and intermediate level students get 8 periods (360 min) of ESL instruction. Our Advanced group, however, get 4 periods per week (180 min). In our current scheduling, Beginners , Intermediates and Advanced receive push in ESL instruction for 4-6 periods a week and ESL pull out for the remaining mandated periods separately according to placement. Additionally, lower level Intermediates are pulled out with Beginners at selected periods. Higher level intermediates are pulled out with Advanced students at selected periods. Push-In instruction is also scheduled per class. The Dual language class is self-contained. Instruction in ELA, the content areas and NLA is scheduled by the certified bi-lingual education teacher . The mandated 45 minutes of Support for ELLs is given with an additional certified ESL teacher providing push-in support.
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)?

Paste response to questions here: 2. Our beginners and intermediate level students receive 8 periods (360 min) of ESL instruction, 4-6 periods of ESL push in to ELA and content area classes and ESL pull out for the remaining mandated periods separately according to placement. The Dual language receives the mandated 45 minutes of Support for ELLs given with an additional certified ESL teacher providing push-in support. In addition to our intensive ESL instruction, all content areas are taught using ESL strategies allowing for a continuity of rigorous instruction and language development. Instruction is also differentiated within our student population in an effort to address special needs.

In our Dual Language Kindergarten class the languages of instruction will be in English and Spanish. Each subject will receive equal amounts of allotted time in both English and Spanish. We have opened a 50:50 program with half the instructional week in English and half the instructional week in Spanish by alternating weeks. One week will consist of 3 days of one target language (English) and 2 days of the other target language (Spanish). The following week, the allotted days will alternate for each target language. For Example, Week 1: Monday, Wednesday, Friday all instruction will be in English. Tuesday and Thursday of the same week instruction will be in Spanish. The following week, Monday, Wednesday, and Friday all instruction will be in Spanish. Tuesday and Thursday all instruction will be in English. Both of the Kindergarten teachers are bilingual and hold a bilingual extension. We intend to plan activities in all the content areas in both Spanish and English. We are planning balanced literacy thematic units using Non-Fiction and Fiction texts aligned to the Common Core Standards where students can investigate complex text and academic discourse is promoted. We are planning activities in Social Studies, Science, and Math where both literacy, academic language, content specific skills and concepts are taught according to the Common Core Learning Standards. In addition the ELL Kindergarten student will receive Native Language Arts Instruction through Estrellita and Award Reading in Spanish 60-90 minutes a day

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.

Paste response to question here: Content areas are delivered using sheltered English instruction and a variety of constant scaffolding in order to allow ELLs to acquire content area vocabulary in English and content area skills in English. Through constant modeling of academic language in Socratic seminars, cooperative groups, and through accountable talk students are expected to respond and participate using academic language and higher order thinking. Teachers are encouraged to create cooperative learning groups in order to facilitate opportunities for students to interact with students at their proficiency level and students at a higher proficiency level. Through thematic units teachers model language functions and structures using academic language in context. Instruction is aligned with mandated ESL/ELA, content area standards, and the core curriculum. Teachers are encouraged to create thematic units which incorporate content and language objectives. Quality materials reflect the home language of the student and are aligned with the school's core curriculum. Texts are available in the home language of many of our students in the content areas. In our Dual Language Program Social Studies and Science is taught on alternating days in English and Spanish. Our Scotts Foresman teacher and student materials are utilized in English and Spanish. Additionally our Envision Math student and teacher materials are in English and Spanish. Teacher charts, student readers, homework, and student workbooks in each content area are available in both languages in the Dual language class. The ESL Coordinator meets on a weekly basis with content area teachers and the ESL teachers through mentoring, professional development and department meetings to discuss current units, differentiation, and collaboration of the ESL teachers with the content area teachers. Additionally, the ESL teachers plan lessons in collaboration with content area teachers to provide constant support with a focus on academic language, differentiation, cognitive demands of tasks, evaluating student work and data, and scaffolding in the content areas to meet student needs.

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

Paste response to question here: In our Dual Language Kindergarten class content area instruction is provided in English and Spanish. The content area material are all parallel in Spanish and English. The Award Reading, Envision Math, Scotts Foresman Science and Social Studies instructional and student materials are in Spanish and English. Content Instruction is in each language according to the language of the day. Content area units are taught in both languages with a focus on academic language and skills. Ongoing daily assessments, thematic assessments, demonstrations, exhibits, and skill based assessments in verbal and written form in ESL and in the content areas are created through the collaboration of ESL teachers and content area teachers. A student portfolio is maintained by classroom teachers in order to be assessed periodically by teachers, students and parents. Students are encouraged to put pieces in their portfolio reflecting their home language and English. The students are given formal and informal assessments in the native language of the ELLs when necessary. In addition, assessments in the native language of the ELLs are present in our current curriculum materials. Ongoing assessments are utilized to evaluate student learning and performance.

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

Paste response to question here: Through professional development, inquiry and teacher team meetings teachers are presented

with data showing the language level for each modality. In addition, the stages of language acquisition with indicators for each level are addressed when designing instructional units and aligned assessments. Furthermore ESL teachers have constructed curriculum maps with all 4 modality assessments as culminating tasks for each standard based rigorous unit. Informal assessments are given by the ESL teachers of each modality at the end of each unit. Each Common Core based thematic unit is presented with assessment that align to the NYSESLAT. For example, our seventh grade ELLs this year are utilizing the Common Core Social Studies based unit from the office of ELLS and Stanford: Persuasion Across Time and Space. The ESL teacher has created additional informal assessment based on the NYSESLAT such as a Speaking assessment with a picture description connected to the Civil War. The teacher is also able to utilize the writing performance task which align to NYSESLAT writing component. Each ESL teacher has developed a curriculum map with monthly thematic unit with corresponding assessments that align to each component of the NYSESLAT. In the curriculum maps the assessments are grouped under Listening, Speaking, Reading, Writing. The ESL department conducts formal assessments as well of each modality. Each student is given a baseline, midline and mock NYSESLAT format assessment with each modality assessed.

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).

Paste response to questions here:

6a. Our SIFE students receive additional small group tutoring. They are involved in our RTI Initiatives. Our Basic Skills RTI program Initiative consists of educators, that are also translators, which instruct the children two days a week using English and their native language. Their instruction is in all the content areas allowing the students to acquire skills in their native language and in English. Our SIFE students are also involved in Saturday, Holiday and After School programs. Because of their special condition they also receive counseling services and specialized instructional materials. Former ELLs participate in our Saturday Academy and monthly language clubs. This allows for academic and socio-emotional support of Former ELLs. Former ELLs are scheduled for the testing accommodations each ELL receives up to two years after testing at proficiency in the NYSESLAT. The testing coordinator with the ESL coordinator reviews the data reports RLER, RLAT, RYOS, to appropriately create grouping for each standardized exam with students receiving testing accommodations.

6b. Our newcomers participate in our Basic Skills RTI program where the ESL teachers collaborate with teachers who speak their native language to provide content clarification, specialized instruction for first year ELLs in math, and transferring reading skills from their native language for second year ELLs in English Language Arts. Technology, visuals, photo libraries, bilingual picture dictionaries and other supplementary materials are available for ESL teachers and content area teachers for newcomers. The newcomers are involved in our language clubs where they meet students with their same native language and receive group support while completing academic activities. Additionally, they receive counseling and more experiential type of educational activities, such as trips.

6c. In addition to mandated ESL periods, for the students that have been in the program 4-6 years, we have implemented a separate small group instructional time per grade level with ESL teachers. The instruction focuses on their deficiencies in the NYSESLAT, ELL periodic assessments, and ARIS. Baseline writing samples are taken for strategic writing instruction tailored to each child. ESL teachers and content areas use the data to inform instruction and create differentiated activities.

6d. ELLs that have received services for more than 6 years receive instruction in a small group setting per grade level with ESL teachers, where we utilize data from the NYSESLAT, diagnostic assessments, ARIS and ELL periodic assessments to focus on areas of improvement. Additionally, the data is utilized to identify areas of strength. If there is no progress after all our effort we will refer him/her to the appropriate committee (PPC, I.E.P) for possible evaluation. However, if the students are already in a special education setting, we address instructional delivery practices and ensure that goals are relevant and obtainable.

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?

Paste response to question here: Similarly, we ensure that lessons are scaffolded, student's attention span, impulsivity and distractibility are considered when planning lessons. Instruction is aligned to the CCLS and tasks are differentiated and supported using a variety of supplemental materials such as visuals, technology, and photo libraries. A variety of scaffolds are used to create differentiated tasks such as, breaking down tasks into smaller assignments, simplifying directions, adapting text, and graphic organizers. ESL teachers have access to the IEP of each student and refer to it when planning instruction and assessments.

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?

Paste response to question here:

. A student's environment is considered when scheduling. ESL teachers in collaboration with classroom teachers, and other service providers, schedule services and plan instruction, in department meetings and preparation periods, in order to provide each child

their mandated instruction and services according to their individual IEP. The ESL teachers collaborate with the classroom teachers in order to push in and pull out the SWD . This will allow instruction to be done within the peers of their class and participate in collaborative groups with non-disabled peers according to their grade level. If a reevaluation is needed it will be conducted.

Courses Taught in Languages Other than English 

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	Spanish	0	0
Social Studies:	0	0	0
Math:	0	0	0
Science:	0	0	0
Foreign Language	Spanish		

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: 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

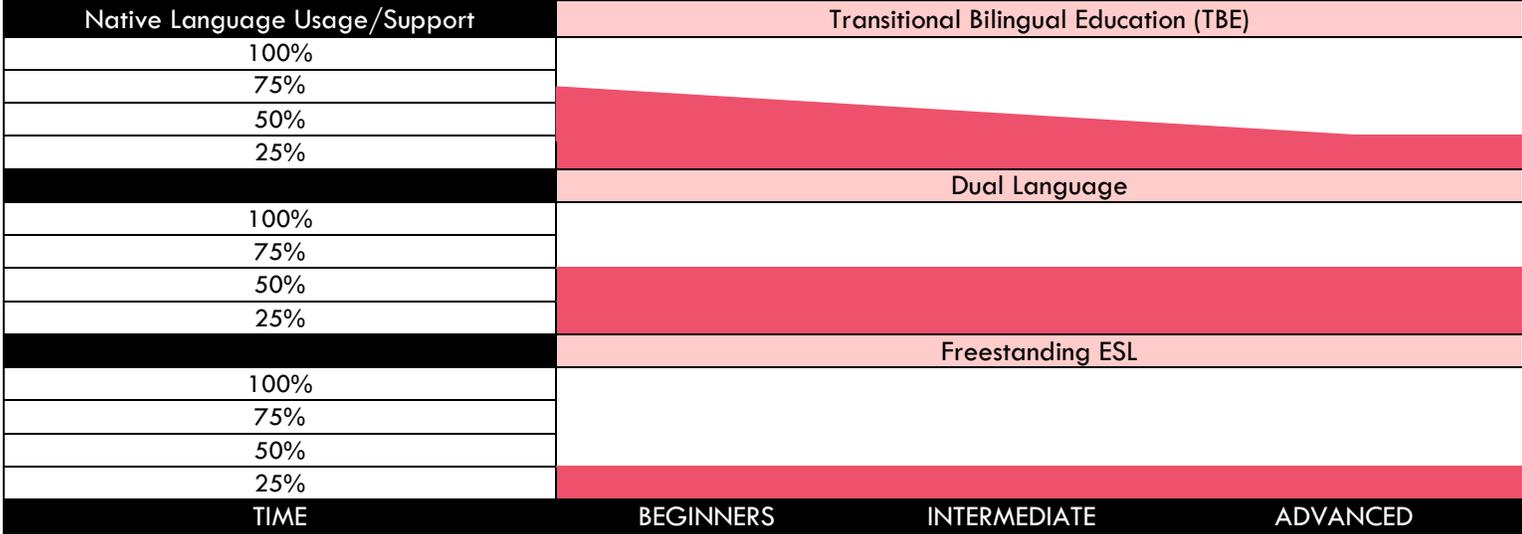
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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.
- Paste response to question here: Collaboration between the ESL teacher, AIS providers and their current ELA/content area teachers is frequent and ongoing through department meetings and preparation periods. These primary planning sessions will focus on customizing instruction in preparation for ELA , using Wilson and Foundations. Diagnostic assessments are given in order to create ELL target groups for both ELA, math, and content areas. During extended day ESL teachers and content area teachers collaborate to target these students utilizing the data from the diagnostics. ELLs needing targeted interventions for ELA are given instruction in small groups in extended day and Saturday Academy by a content area teacher and an ESL teacher. ELLs needing targeted interventions for math are given instruction in small groups in extended day and Saturday Academy by a content area teacher and an ESL teacher. Both Social Studies and Science teachers collaborate with the ELL Coordinator and ESL teachers to identify students in need of interventions. These students are seen in Extended Day and further support is given through the ESL teacher. Data reports (ARIS, NY start, Interim Assessment, RNMR, RLAT) , and class diagnostics, are used to identify students in need of interventions.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Paste response to question here: Through qualitative measures such as the NYSESLAT, ARIS, ELL periodic assessments teachers and administration have noted significant progress in beginner students in the middle school grades. The ELL inquiry team sheltered English instruction teachers analyzed the data of the 2013 LAB-R beginners in comparison to the 2013 NYSESLAT results . Close to half of the students testing initially at Intermediate meeting the AMAO goal #1. Additionally teacher team meeting of ESL teachers with the classroom teachers noted student progress through monitoring the Common Core Performance Tasks. This collaboration of teachers , and administration was a key element of the effectiveness of our program. The collaboration allowed for standard based instruction in ELA, Math and in the content areas to be designed and tailored utilizing several forms of qualitative and quantitative measures. The professional development focused on levels of language acquisition and indicators at each level allowed the teachers to design instruction ,and assessment in ELA, Math and in the content areas that met the students needs in language development.
11. What new programs or improvements will be considered for the upcoming school year?
- Paste response to question here: Our Basic Skills RTI program is a new initiative where schoolwide benchmarks are given to each student. These grade level benchmarks address the competencies present to perform on standard based grade level tasks. The benchmarks allow the teachers and administration to identify the achievement gaps for the school as a whole and create target groups per grade. The target groups are identified as the at-risk students below grade level benchmarks. These students receive small group instruction tailored to the deficiencies present from the diagnostic tools.
12. What programs/services for ELLs will be discontinued and why?
- Paste response to question here: There are no programs that are being discontinued from last year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Paste response to question here: ALL ELLs are invited to participate in our SES and afterschool programs Sports and Arts, Band, and Participating programs in the 212x campus. Technology with bilingual capabilities will be used during instruction in our afterschool program. Furthermore, with Title III funding, we will begin a Saturday program for newcomer Immigrant ELLs and their parents using Oxford Picture Dictionaries, workbooks, and Side By Side texts.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Paste response to question here: The instructional materials used in the ESL program parallel those used in monolingual program in an effort to facilitate transition. The materials used are: Reader's Theatre, Reading Streets (Balanced Literacy reading and Writing Workshop Models), Word Wise, Kaplan Math/ELA Rosetta Stone and a extended range of print, visual and digital resources. An adequate bilingual ESL class library is available for student use, color-coded and labeled by language. This year we will be introducing the Ipad 2 for instruction, a tool for supplemental materials, and native language support. Various websites , such as the Children's International Library, provide native language interactive texts and visuals students may utilize. For use in the content areas, photo libraries, such as our Science photo library provide visuals and vocabulary support for the ELLs. The Content Area teachers in collaboration with ESL teachers utilize various websites (free translation, pete's power points, google images, edhelper, freeology, brain pop, cool math games) for native language support, scaffolds, supplementary materials and differentiated tasks in the content areas in order for students to build technical and digital proficiency.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Paste response to question here: Our ESL teachers and Instructors/translators (from our SIFE program) are bilingual and provide

native language support necessary for beginners in order to transfer skills from their native language to English. Native language instruction is used support higher order thinking in demanding and challenging areas of instruction. Decisions on language use in instruction are based on data ,student needs, language levels, and challenging content . The language of student products is determined according to student needs. Student products are differentiated according to the strengths and areas of improvement. In the ESL classroom , there is evidence of student work displayed in both student's native language and English. Charts, vocabulary, word walls provide a print-rich environment in both the student's home language and English. Due to these supports there is a consistency of home language and English usage. In our Dual language Kindergarten class native language support is provided by the Native Language instruction, the bilingual teacher and the native language materials. The materials in the content areas, and the library are both in English and Spanish.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Paste response to question here: All services (ESL, AIS, SIFE initiative) instruction and support are standard based CCLS corresponding to the students grade and age.

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.

Paste response to question here: Newly enrolled ELLS are given support through our SIFE/welcome center, and our monthly language club meetings where counseling,technology, native language libraries and information on the ESL program is available for students and parents.

18. What language electives are offered to ELLs?

Paste response to question here: A language elective being offered to ELLS currently is Spanish. Through instruction and technology students acquire listening , speaking, reading and writing skills in Spanish.

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)?

Paste response to questions here: Each subject will receive equal amounts of allotted time in both English and Spanish. The ELLS and EPS will be integrated the entire school day. We have opened a 50:50 self-contained program with half the instructional week in English and half the instructional week in Spanish by alternating weeks. One week will consist of 3 days of one target language (English) and 2 days of the other target language (Spanish). The following week, the allotted days will alternate for each target language. For Example, Week 1: Monday, Wednesday, Friday all instruction will be in English. Tuesday and Thursday of the same week instruction will be in Spanish. The following week, Monday, Wednesday, and Friday all instruction will be in Spanish. Tuesday and Thursday all instruction will be in English. We intend to plan activities in all the content areas in both Spanish and English. We are planning balanced literacy thematic units using Non-Fiction and Fiction texts aligned to the Common Core Standards in both languages .We are planning activities in Social Studies, Science, and Math where both literacy, academic language, content specific skills and concepts are taught in English and in Spanish according to the Common Core Learning Standards. Content area materials will be utilized in English and Spanish, such as, Scotts Foresman Social Studies and Science kits for Kindergarten. Instructional activities in the Content Area will focus on developing stronger vocabulary, problem solving skills, and word analysis skills of content concepts in both languages. Instruction in the content area will focus on promoting academic discourse through literary texts in the content areas and inquiry based materials. With a focus on academic language in the content areas through content specific texts and inquiry based investigations students can become bilingual and biliterate while mastering the same academic content as a general education classroom. Additionally we emergent literacy skills such as phonemes, sight words, blending will be taught first in Award Reading with exposure to Spanish and a focus on English phonetic structures. Mid-year Estrellita will be utilized to supplement Award Reading and teach phonetic structures, sight words and blending in Spanish.

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.

Paste response to questions here: Professional Development and Support for School Staff

The effectiveness of our program is strongly dependent on professional development which meets the needs of teachers of second language learners. Mutual preps have been scheduled in the master program so that teachers can meet for workshops, planning sessions and collaborative projects. Some of our topics will include:

- Response to Intervention
- Bilingual/ESL Compliance
- Using data to drive instruction (NYSESLAT/ARIS)
- ELLs Periodic Assessment, Performance Series and Acuity
- SLOP Model
- Scaffolding
- Infusing technology and Realia (Using Smart Boards /Ipad)
- Language Allocation Policy (changes and status)
- Sentence Frames
- Differentiation, Learning Language Needs and Effective Practices for ELLS
- Accountable Talk for ELLS
- Developing Academic language Through Content
- Current ESL/ Bilingual Research

A professional development binder is maintained with agendas, sign-in sheets and feedback from teachers. This records a log of the professional development done by each teacher. Teachers are encouraged to attend off-site workshops and seminars related to ELLS. The parent coordinator provides professional development and conferences with individual teachers with the focus of maintaining open lines of communication with parents. He provides opportunities through parent workshops, and school events geared towards building cohesiveness and cooperation between parents and staff. The school leadership is formed through a collaboration of administration, parents and teachers. Using data, teachers, parents, and administrators on the school leadership team continually voice concerns, suggestions, and possible outcomes to administration in order to make informed decisions. They provide support to the staff through this continual feedback of staff, parent and students needs. The LAP implementation and refinement plan is reviewed by the school leadership team and included in the CEP. The guidance counselor receives professional development on 8th grade articulation, newly arrived students, temporary housing, conflict resolution, cultural sensitivity, social and emotional development. Our guidance counselor is currently completing a bilingual extension. Due to her knowledge base on bilingual education and professional development, she provides turn-key training. Additionally, the guidance counselor supports staff through professional development of social, emotional, and behavioral needs and strategies to equip teachers with the appropriate tools to assist all students. The guidance counselor assists ELLS as they transition through individual conferences, participation in the language clubs, and direct communication with parents.

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?

Paste response to questions here: Parental Involvement

Our school maintains an open door policy with regards to all our parents including our English Language Learners' parents. To foster proper communication and to make our parents feel comfortable, we have staff members who are capable of communicating in Spanish and French, as such, we utilize their linguistic abilities to service our parents.

This year we will be collaborating with community based organizations , such as, the Puerto Rican Family Institute, the Gambian Society , La Alianza to attend parent workshops or provide resources for the support of ELL parents and students. We will invite parents of Immigrant ELLS to attend our Saturday Academy , parent and student ESL classes. In these classes parents will be able to learn English along side their children. Additinally, parents are invited to attend our monthly language clubs. In the language clubs students participate by sharing elements of their culture , such as, food, clothing, music, and traditions. The cultural celebration of the students, parents and teachers, in the language clubs will allow us to foster cultural pride and communication.

The teachers, supervisors and parent coordinator keep the parents informed through monthly meetings, workshops and literature. Letters, phone calls and electronic message means are used to invite them to all meetings and to send them information. The ELLs students' orientation video is shown to all our parents of newly enrolled English Language Learners, allowing parents to become aware as to our approaches of assisting their children to proficiently acquire the English language. Additionally parents are given the ESL parent handbook describing our entire ESL program, which informs parents how our LAP is implemented in our school. As a result of effectively disseminating information to parents, they have been able to make informed decisions in selecting or accepting the programs for their children offered. Although parent requests are aligned with our program in place, we remain open to parental feedback and suggestions. Following each workshop, we provide parents with an opportunity to express concerns, suggestions and ask questions. A parent feedback form is given. Parents are given the opportunity to express any needs, or the suggested topics of further workshops. Parents are encouraged to respond in their native language.

Additionally, the parent coordinator is implementing AWE workshops. Workshops are targeting Aris Parent Link, our Weebly Sites, and En-grade. The parent coordinator is modeling for parents how to utilize the Aris parents link to locate information on their child. The parent coordinator is demonstrating in workshops how to connect to each weebly site for each teacher, administrator, and school department in order to locate homework, assignments, activities, workshops , trainings for students and parents. Furthermore, through workshops and conferences, the parent coordinator is introducing parents and students to E-grade an online grading system. Parents and students will be able to view assignments, homework, project grades and comments.

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: Key foci in our ELL program are

- Teacher Collaboration through Inquiry, Teacher Teams, Coteaching of Sheltered English Class
- Data Driven Instruction (NYSESLAT, ARIS, Grade Level Basic Skills Benchmarks, Common Core Performance Task)
- Weekly Professional Development on ELL Instruction personalized to teacher and Student Needs.
- Intervention provided in different formats (Small group according to grade, basic skills deficiencies, modality focus)
- Continual Monitoring of Student Progress.
- Socio-Emotional Support of Students and Parents through Language Clubs, Saturday Academy and Community Based Organizations.

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: 12x212 School Name: THE MULTICULTURAL MAGNET SCHOOL

Cluster: 608 Network: 12

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

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.

At registration, parents complete a Home Language Identification Survey (HLIS) for their child/ren. An informal interview is completed by designated pedagogue from the school ELL department , Ms. Pagan (the ELL Coordinator/Spanish) , or Ms. Pena (ESL teacher/Spanish or Italian) who is able to speak in their native language and English. Designated translators are available if needed , Mr Estrella (ESL teacher/Spanish or French) or Ms. Mpowa (School Counselor/Spanish/French). Based on their responses, we are able to ascertain the language spoken , written and read by the parents. The informal interview with the student and parent informs us about the parents country of origin, and languages spoken. The parents are provided with school wide information including special ESL services in English, Spanish and French. The ELL Coordinator (Ms.Pagan) , the ESL teachers (Ms. Pena, Mr. Estrella) , and the testing Coordinator review the various ATS reports (RLER,RLAT RESI,BIOS) to ensure every ELL is identified properly. This data reinforces the information given in the home language survey, and interview, and allows us to properly identify the language spoken by the parents.

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.

After reviewing the Home Language Surveys, and biographical data of our students, we have discovered that our newcomer ELLs come from diverse multicultural backgrounds such as Ghana, Gambia, Senegal, The Republic of Congo, Burkina Faso, Togo, the Dominican Republic, Haiti, and Guinea. After reviewing the Home Language Surveys, interviews with parents many of our students existing come from diverse multicultural backgrounds such as Africa, Asia, Caribbean, and South America, they mostly speak and understand Spanish and French.

Ten days after initial interviews, a follow-up orientation workshop is held for the parents by the ELL Coordinator. Additionally, monthly orientation meetings are organized for parents. To ensure maximum participation, letters go home to parents and phone calls are made both by

our Parent Coordinator and our ELLs Coordinator. Individual appointments are also made by parents with the ELL Coordinator for the parent orientation when they are unable to attend our monthly meeting. Throughout these meetings we are able to further interact with the parents. The bilingual ESL teachers, parent volunteers and designated translators are present in order to meet the language needs, and assess and further needs for translation. We have been able to report these findings to the community through parent workshops, orientation meetings, discussion of the LAP with the SLT, and the CEP.

Part B: Strategies and Activities

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

Based on the data we use to review our students and parents language needs - the Home Language Surveys, Program Selection forms for the past few years, and biographical data of our students, we have discovered that although our ELLs come from diverse multicultural backgrounds such as Africa, Asia, Caribbean, and South America, they mostly speak and understand Spanish and French. Therefore, we have deliberately acquired Spanish and French teachers to teach the students using ESL methodologies to instruct the students. The guidance counselor who is also fluent in Spanish and French provides translation services at parent meetings and school events. Additionally, every piece of document that goes home to parents is translated into Spanish and French.

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.

The administration and staff are aware that the ELLs' are an integral part of our school's community. Therefore, we do direct communication with students' parents and guardians ensuring that all Department of Education documents, formal and/or informal, are translated and provided to parents. Staff members are always available to translate documents, answer questions and provide oral translation and interpretation during school meetings and parent/teacher meetings. We have certified ESL teachers on staff who speak, read and write Spanish and French very fluently. Since our ELLs mostly speak and understand Spanish and French, we use our staff to provide adequate and fast in-house oral interpretation services at no cost to our budget.

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>.

1. Staff Members. All Department of Education documents, formal and/or informal, are translated and provided to parents by our capable staff members who speak French and Spanish fluently.
2. Parent Volunteers. Our school has a pool of parents that speak Mandigo, Wolof and Fulani who are called upon to support Parent activities.
3. NYCDOE - The Translation and Interpretation Unit is an important part of the Department of Education's language access initiative which aims to enhance the organization's ability to communicate with and better engage limited-English-proficient parents of New York City school children. The Unit provides New York City public schools and offices with an internal resource for accessing written translation and oral interpretation services.