

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

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

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Robert W. Mercedes	*Principal or Designee	
Julio Marte	*UFT Chapter Leader or Designee	
Shirley Johnson	*PA/PTA President or Designated Co-President	
Leslie Matos-Lopez	DC 37 Representative, if applicable	
Chelsea Haganbrown	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Keith Kaminski	CBO Representative, if applicable	
Victor Clavell	Member/ Elected Parent	
Christina Diaz	Member/ Elected Parent	
Michelle Rivera	Member/ Elected Parent	
Carmen Polanco	Member/ Elected Parent	
Maria Domenech	Member/ Elected Parent	
Virginia Pou	Member/ Guidance Counselor	
Guillermina Ceballos	Member/ Social Worker/Student Support	
Pedro Reyes	Member/ Technology Specialist	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 30, 2015, the school will move a minimum of 80 targeted students in ELA high level 1 and/or 2 to a level 2 and/or 3 through differentiated instruction and progress monitoring.

Comprehensive Needs Assessment

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

Based on data analysis and comparison of the assessments for 2013-14, there was a gain in ELA with our lowest third population. However, when looking at the overall student population, the school did not make significant gains in ELA.

Instructional Strategies/Activities

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

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

Teachers will employ three research-based instructional strategies and activities to achieve this goal.

- a) Differentiated instruction
- b) Accountable talk through Reciprocal Teaching to develop questioning and discussion skills to be utilized during Socratic Seminar.
- c) Project based learning

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

A.

1. ELA, ESL, and Special Education teachers
2. Instructional Coaches (TIF, MSQI, and Teacher Development)
3. Access Code (English Language Learners), LightSail and Wilson (students with disabilities) reading programs
4. Common Core aligned curriculum

B.

1. All instructional teachers
2. Word Generation Program
3. Professional videos (MSQI & Teaching Channel websites)

C.

1. All instructional teachers
2. Project Based Learning: Inspiring Middle School Students to Engage in Deep and Active Learning Curriculum
3. Guidance Counselors

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

A.

1. Reading and writing assessments are administered throughout the school year to gather data about the students' performance. The data is used to group students and to plan differentiated instruction and strategies. Similarly, the NYSESLAT is used to group English Language Learners.
2. RTI Screening and Progress Monitoring for tiers 1 & 2.
3. Teachers' lesson plans include strategies for meeting the needs of flexible groups as well as providing multiple entry points.

B.

1. Students will self-assess their questioning and discussion skills through checklists and rubrics. Students will formulate questions from levels 3 & 4 on the Depth of Knowledge scale (Strategic and Extended thinking questions) and facilitate class discussions.

C.

1. Mastery of English language (or native language) will be evaluated through the use of written, oral and graphic/ visual rubrics.

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

- A.
 - 1. Differentiated instruction will be targeted based on three different benchmarks and student Progress Monitoring through the course of the year.
 - Baseline Benchmark - September 2014 to December 2014
 - Midline Benchmark- January 2015
 - Endline Benchmark- June 2015
- B.
 - 1. Reciprocal Reading-October 2014 to December 2014
 - Socratic Seminar- January 2015 to June 2015
- C.
 - 1. September 2014 to June 2015

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

- A.
 - 1. RTI periods are embedded in the regular school schedule.
 - 2. Saturday Academy will engage students in differentiated instruction.
 - 3. Weekly Grade Leaders meeting for planning to support colleagues
 - 4. Access Code (English Language Learners), LightSail and Wilson (students with disabilities) reading programs
 - 5. Common Core aligned curriculum
- B.
 - 1. Instructional Coaches (TIF, MSQI, and Teacher Development)
 - 2. Weekly professional development sessions for introduction and demonstration of Reciprocal Reading and Socratic Seminar
 - 2. Monthly vertical collaborative planning
- C.
 - 1. Project Based Learning is embedded in the regular school schedule and instructional curriculum.

Strategies to Increase Parental Involvement

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

- 1) Parent workshops and meetings will introduce and train parents to access and utilize PupilPath, promote good study habits, understand and prepare for the state tests, learn how to use technology, focus on reading and comprehension, understand adolescent behavior, etc.
- 2) Extra help will be provided to the targeted student's parent in order to provide a more complete and balance guidance for the family.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 30, 2015, Teacher Teams will utilize a structured-based collaborative inquiry approach while using online data to drive instructional practices. 100% of the staff members will access data sources, compile information, and analyze data to support struggling students and challenge advanced learners.

Comprehensive Needs Assessment

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

Based on the Quality Review Report, one of the areas of focus was to strengthen instructional practices by allocating time for teacher teams to consistently plan and provide all students entry points into lessons and curricula that promote student higher- level thinking skills through online student data analysis.

Instructional Strategies/Activities

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

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

- A. 1. During Teacher Team meetings time will be allocated for:
- The use of protocols for looking at student work
 - Data analysis (Writing Baseline, Mid-line, End-Line assessments, ELA State test scores, Performance Series and DRP)
 - Plan tiered standard-based instruction with multiple entry points
 - Plan for the implementation of a vertical progression of the CCLS in all core subjects
- B. 1. Students' performance will be monitored in all core subject areas through Datacation/PupilPath.
- C. 1. A reading data tracker will be utilized to monitor and assess student gains and needs throughout the course of the year.

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

- A. 1. Administration, Instructional Specialists, all subject area teachers, Para-professionals and Student Support staff.
- B. 1. Student Support Service Staff in collaboration with teachers interprets and disseminates data to students and parents as well as, the technology specialist.
- C. 1. In-house professional development will be provided by, Instructional Specialist, MSQI and Teacher Development coaches to ensure that teachers compile, analyze, interpret, and utilize data to drive instruction. Off-site professional development will be provided by the school network (C.E.I.P.E.A.) and Middle School Initiative (MSQI) to support data analysis school wide.
2. Student Support Service Staff provides teachers with ongoing support to address students' academic needs through classroom presentations, small group academic advisement, student /teacher conferencing, parent/ guidance conferencing; and targeted interventions to address identified needs.

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

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

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

A, B and C:

1. September 2014 to June 2015

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

- A.1. Additional fundings will be secured to increase accessibility of technology for teachers to enhance data analysis online.
- B.1. Ongoing Professional Development for all teachers to fully utilize online data as well as informing parents of their children's academic growth
- C.1. Departmental common planning time to develop a reading tracker to compile data from varied assessments and sources.

Strategies to Increase Parental Involvement

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

- 1)The school will provide parents with workshops aimed at the use of online data programs such as Pupilpath. These workshops will be offered at a flexible time to ensure at least 85% participation of the parents.
- 2) A partnership between M.S 390 and the Office of Continuing Education for Adults will provide parents with ESL classes.
- 3) The ongoing technology class will be introduced to reduce the technology gap between parents and students. The Parent Coordinator will provide extra support to

parents by providing them with e-mail accounts and answers to general questions about technology.

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

By August 30, 2015, the school will reduce the number of students scoring on the lowest third from 120 to 40 through targeted instruction using varied instructional strategies. Through a modified implementation of the instructional curriculum (Expeditionary Learning) the focus will be on building students' skills in reading, writing and speaking for conceptual understanding across the disciplines.

Comprehensive Needs Assessment

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

The identified need aligned to this goal is based on the analysis of the ELA and NYSESLAT scores from June 2014 and DRP scores from September 2014. Even though, 61.1% of ELLs have made progress in language acquisition only 14.9% have obtained proficiency on the NYSESLAT. Students with Disabilities did not meet the Adequately Year Progress Performance. ELLs and Students with Disabilities are identified for immediate intervention and support in order to have them meet or exceed academic performance standards.

Instructional Strategies/Activities

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

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

- A. MS 390 supports both subgroups by infusing classroom instruction with Access code, Word Generation, Lightsail reading programs and structured independent reading time.
- B. English Language Learners will be taught using research based programs for language and vocabulary development such as Quality Teaching for English Learners (Q-TEL) methodology,
- C. Special Education students will benefit from the use of Wilson, a research-based program for language and vocabulary development. Students will receive Supplemental Education Teacher Support Services (SETSS) as dictated by their IEPs.

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

- A. 1. Demonstration Teacher, TIF Coach, Teacher Development Coach, Network Instructional Coaches, Content-area specialists, and Special Education
- B. 1. Bilingual teachers, ESL teachers and Para-professionals.
- C. 1. MSQI literacy Coach, SETTS and Special Education teacher.

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

- A, B, and C:
- 1. MS 390 will evaluate subgroup progress based on the Baseline, Mid-line, End-line Assessments, DRP and Performance Series results. Through teacher's informal and formal observations the implementation of differentiated instruction and small group instruction will be monitored and recorded on ADVANCE as part of teacher's rating, as well as the impact of each strategy/activity.

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

- A, B, and C
- 1. September 2014 through June 2015

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

A, B and C:
1. Teachers will meet during professional development sessions, weekly collaborative planning sessions, teacher team meetings and vertical planning sessions to discuss and plan targeted instruction to support ELLs and Students with Disabilities needs.

Strategies to Increase Parental Involvement

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

1. The Parent Coordinator will support teachers by scheduling ongoing parent-teacher conferences, learning sessions, Parent Handbook regarding educational goals at home support, expectations, and student progress to develop a collaborative partnership and provide families with a consistent support system.
2. Teachers will collaborate with Parent Coordinator to create individualize class workshops the share methods that parents can use to support successful student outcomes.
3. The Parent coordinator will contact individual parents for additional support.
4. Parents will be encouraged to pick up homework for the days the student is absent as well as the usage of a Student Planner to monitor homework and school-parent communication.
5. Student attendance, classwork and homework assignment information is available on Pupilpath.com to provide updated information to parents and students available twenty-four hours a day, seven days a week.
6. The parent e-mail contact list will be increased and updated to maximize parental communication.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

By June 30, 2015, 100 percent of the school's faculty will increase participation in professional learning by attending in-house and network sponsored professional development in the area of Danielson Framework focusing on competency 3B-Questioning and Discussion techniques to align instruction vertically across the grade with Citywide Instructional Expectations.

Comprehensive Needs Assessment

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

The 2013-2014 School Environment Survey Report, The Quality Review, Informal and formal teachers' observations reveal that 68% of teachers indicated that they received "sustained and coherently focused" professional development experiences. To fulfill the charge of ensuring that all students are college and career ready, MS 390 community will increase participation and build capacity throughout the academic year in professional learning opportunities. Full participation will create awareness and compliance to the Citywide Instructional Expectations, and promote knowledge of teacher effectiveness.

Instructional Strategies/Activities

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

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

The research-based school wide reform instructional strategies/activities

- A. Through the use of Engageny video resources and ARIS learn modules teachers will maximize opportunities to learn and grow in their practices and collaborate with teachers of the same grade.
- B. In-house and off-site professional development/learning as well as building capacity session will be programmed throughout the year. The effectiveness of these professional learning activities will be evaluated through team-taught lessons, and explicitly referenced material that are used in collaborative lessons.
- C. Teachers will collaborate during faculty conferences, planning sessions, grade meetings to deepen their understanding of the instructional shifts required to meet Common Core, share best practice, inter-visitation and sub-committees (Teachers will also unpack and analyze Danielson's *Framework for Teaching 2013*).

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

A, B and C 1. Instructional Leads, MSQI literacy coaches, network, Office of ELLs, Teacher Development coach, TIF coaches and model teachers.

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

A, B and C:

- 1. Creation of school-wide professional development plan
 - 1. Progress evident in individual professional development plans (as designed)
 - 2. Lesson Planning/standard based tiered activities, teacher team action plans
 - 3. Analysis of evidence from periodic assessments and examination of student work products will indicate the impact of the teachers professional learning/development on students' learning

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

- 1. September 2014 culminating in June 2015

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

A, B and C:

- 1. A Professional Learning Committee developed a calendar based on the feedback provided by teachers on the Professional Learning survey.
- 2. MS 390 provides throughout the school year differentiated instruction vertically and across grades.
- 3. Professional Learning and best practices will be identified by the Teacher Development coach and collaborate with teachers for school wide implementation.

Strategies to Increase Parental Involvement

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

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

By June 30, 2015, the Parent Learning Environment Survey will show an increase of 3% in communication and engagement. Parents will be offered multiple opportunities to participate in parent workshops designed to monitor, track their child's progress and improve communication with teachers.

Comprehensive Needs Assessment

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

The 2013-2014 Parent Learning Environment Survey reveals that the parental community's opinions on the school's culture, instruction, and systems for improvement was on track to improve their children's learning. Based on this result, we decided to continue developing effective and collaborative partnerships with all the parents.

Instructional Strategies/Activities

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

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

A. 1. The parent coordinator will host workshops and other types of activities four times a month for parents around the theme "communication, engagement and technology." The curriculum will include the use of online programs such as PupilPath updated by their classroom teachers with individual student's classroom performances, ARIS parent link and School website with resources aligned to the curriculum.

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

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

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

A1. The parent Coordinator will assess and review student's PupilPath and ARIS accounts for parental participation. The effectiveness of the use of these resources will impact student performance.

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

A1. The Parent Coordinator will evaluate the parents' needs by hosting a series of parent meetings from September 2014 to December 2014. The workshops will start in January 2015 and will culminate in June 2015.

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

A 1. A series of workshops will be held at the Watson Community Computer Lab. Parents will learn basic computer skills, how to access the school and DOE websites, retrieve information and create an email account.

2. Parents will be able to review daily teacher's input and feedback on PupilPath. This will strengthen parents' participation on their children's academic/behavior performance.

3. A monthly school calendar provides parents with information about upcoming curriculum/social events and activities.

4. Teachers will reach out to parents every Tuesday and submit a Weekly Parent Engagement Log to administration to track parental outreach and review for next steps.

Strategies to Increase Parental Involvement

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

1) The parent coordinator will provide parents with information on the importance of completing the Learning Environment Survey.

2) A flexible schedule will be provided for parents to come in and receive help completing it. Monthly workshops will be schedule to provided parents the skills to monitor online data of their children on Pupilpath.

3) Pupilpath will allow the parents to contact the teachers directly and receive real time updates.

- 4) Parents will be able to view their contact information on our records and request to update it more frequently. As a result, we will be able to keep more accurate information to contact them using the phone mass call system and Email list.

Budget and Resource Alignment

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)-RTI	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.)
ELA	<ul style="list-style-type: none"> ▪ Wilson Reading – Decoding and word analysis ▪ Word Generation – Vocabulary building ▪ Lightsail- Reading comprehension ▪ Access Code- Phonemic awareness and vocabulary development 	Small group and one to one	During school day
Mathematics	<ul style="list-style-type: none"> ▪ Skills Intervention for Algebra ▪ Math Coach ▪ Word generation will be utilized as a strategy to address vocabulary instruction in specific targeted Mathematics classes. 	Small group	During school day
Science	<ul style="list-style-type: none"> • Professional Development for Science teachers that address the needs of ELLs and Students with Disabilities students at risk. • Word generation will be utilized as a strategy to address vocabulary instruction in specific targeted science classes. 	<i>Small group and Socratic Seminar</i>	During class periods.
Social Studies	<ul style="list-style-type: none"> ▪ Professional Development for Social Studies teachers designed to address the needs of students at risk. ▪ Differentiated instruction to support the multiple learners during the school 	Flexible grouping Small group	During class periods

	<p>day.</p> <ul style="list-style-type: none"> ▪ Collaboration with the ELA teachers on promoting effective reading and writing strategies. Word generation will be utilized as a strategy to address vocabulary instruction specific targeted Social Studies classes. 		
<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p>School counselors employ the American School Counselor Model –for Academic, Social/Emotional and Career Readiness. MS 390 is committed to support our students’ social emotional development through the implementation of student enrichment activities such as:</p> <ul style="list-style-type: none"> ▪ Ongoing classroom presentations on bullying prevention ▪ Respect for All Curriculum ▪ School wide implementation of Second Step Curriculum (Social Emotional Learning) ▪ Best Mentoring program. ▪ Students are provided with ongoing information through individual, small group, classroom and monthly grade level assemblies’ presentations about: <ul style="list-style-type: none"> ▪ Health Education/ Morris Heights-Class presentations ▪ Nutrition and healthy life styles ▪ Individual and group counseling on nutrition and obesity ▪ Asthma prevention ▪ Tobacco and drug prevention ▪ Healthy relationships and decision making. ▪ Health Education/St. Barnabas Hospital- class presentations/IMPC curriculum. ▪ Sex education- STDs and HIV ▪ Individual consultation ▪ Direct and referral for needed services (medical) ▪ Coordination of services; Individual, Family and group counseling ▪ Advocacy and referral for entitlements ▪ Parenting Skills training as needed 	<p>Targeted intervention groups, individual sessions and classroom presentations</p>	<p>During school day and after school</p>

- In House, mental health consultation and referrals
- Educational support workshops
- Family and youth Services
- Nutrition information and workshops
- Adolescent development workshops
- Individual planning
- Assisting students in monitoring and understanding their own development in the educational, career, and personal-social arenas
- Guidance Curriculum/ The Guide/The Circle
- Addressing students' academic, career and socio-emotional development through guided activities
- Providing contact in a proactive manner by instructing students in the High School Articulation and High School Readiness
- Career exploration through assessment/inventories utilizing Career Zone
- Middle school transition is coordinated through the Middle School Fair
- Open house, tours, and summer orientation for incoming 6th graders
- Academic advising and planning is offered to all students and specifically students at risk (targeted interventions) for not meeting promotional criteria

School Social Worker/Family Resource Center:

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

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

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

These services are coordinated with the social worker and three social work interns from Columbia University and Mercy College who work in collaboration with the school based clinic Morris Heights and ASTOR Child Guidance. The social worker also coordinates multiple enrichment and developmental activities such as conflict resolution, peer mediation training, responsible decision making, self and social awareness, developing and establishing healthy relationships, in addition to mentoring holdovers.

Community involvement through our peer leadership program is possible through collaboration with the NYC Commission on Human Rights, St. Barnabas Hospital, Planned Parenthood, Family Life Theater, Urban Health ,the Fresh Air Fund, Cornell Cooperative Extension, and NYC Council.

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

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

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
In compliance with McKinney-Vento, Middle School 390 has partnered with the Healing Arts Initiative to bring an arts education program which is designed to expose students to a wide variety of artistic disciplines, encourage academic growth, improve school attendance as well as promoting socio emotional development.
Students who reside in transitional housing are also provided with the following Title I services: Access to the breakfast program Free lunch Transportation – Metrocards Access to all academic and recreational support programs Individual support for linkage to community based services to address the immediate concerns of students.
Referral to the Family Resource Center which provides parents and students with the opportunity to obtain information and services to address their day to day challenges. These services include individual and family counseling services as needed.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

M.S. 390 PARENTAL INVOLVEMENT POLICY

PART I - GENERAL EXPECTATIONS

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

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

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

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

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

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

ACTIONS

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

ACTIONS

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

ACTIONS

4. **M.S. 390** will continue to take the following actions to conduct an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will continue to include additional support to parents experiencing difficulties due to socio- economical disadvantage, are disabled, have limited English proficiency, and/or have limited literacy skills. The results of the evaluation will be utilized to design strategies for more effective parental involvement, and revise as needed.

ACTIONS

5. **M.S. 390** will continue to build parents' capacity for a strong parental involvement to ensure effective involvement of parents and to support a partnership among the school, parents and the community.

The school will continue to provide assistance to parents in understanding topics listed below:

- the State's academic content standards;
- the State's student academic achievement standards;
- the State and local academic assessments including alternate assessments;
- the requirements of Title I, Part A;
- how to monitor their children's progress; and how to access online programs
- how to work with educators.

ACTIONS:

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

ACTIONS

- The school will continue with the assistance of the district and school staff including, pupil services personnel, principal and other stakeholders to work on establishing and maintaining a strong partnership with parents. In addition, parents will be supported to meet the immediate need of their children, as well as, the assistance they might need accessing additional resources. The school will coordinate and integrate parental involvement programs and activities with Grade 6- 8, Title I Programs, Title III programs, Learning Leaders Parent Involvement Programs, OST/ Dreamyard program and Saturday Academy.

ACTIONS

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

PART III- DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

Other activities may include:

- Involving parents in the development of training for teachers, principals, and other educators to improve effectiveness.
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training.

- Paying reasonable and necessary expenses associated with parental involvement activities (including transportation and child care costs) to enable parents to participate in school-related meetings and training sessions.
- Training parents to recruit additional volunteers and increase community involvement.
- Maximizing parental involvement through participation in their children’s education, school meetings, and in-home conferences with teachers or other educators who work directly with participating children (parents who are unable to attend those conferences at school).
- Adopting and implementing model approaches to improving parental involvement.
- Participating in a District Parent Advisory Council to provide advice on all matters related to parental involvement in Title I, Part A programs.
- Developing appropriate roles for community-based organizations and businesses, (including faith-based organizations) in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under *Section 1118- Parental Involvement* (as parents may request).

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

This policy was adopted by M.S.390 on 09/02/14 and will be in effect for the period of 6/30/15. The school will distribute this policy to all parents of participating Title I, Part A children on or before 09/18/14.

(Signature of Principal)

(Date)

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

DBN: 10X390

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	\$368,420.58	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$13,868.00	X	See action plan
Title III, Immigrant	Federal	\$1,464.00	X	See action plan

Tax Levy (FSF)	Local	\$2,471,592.00	X	See action plan
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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:

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

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

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

program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**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 10	Borough Bronx	School Number 390
School Name Middle School 390		

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 Robert Mercedes	Assistant Principal Lourdes Prieto-Lopez
Coach Valarie Green-Thomas	Coach Valerie Green-Thomas
ESL Teacher Mabel Grullon	Guidance Counselor Virginia Pou
Teacher/Subject Area Maria Adorno/Bilingual ELA	Parent type here
Teacher/Subject Area Ana Bermudez/Bil. Literacy	Parent Coordinator Jose Duran
Related Service Provider type here	Other Guillermina Ceballos LCSW
Network Leader(Only if working with the LAP team) type here	Other type here

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	0	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	3	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	2
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	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

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

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							1	1	1					3
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-in								2	2					4
Pull-out							1	1	1					3
Total	0	0	0	0	0	0	2	4	4	0	0	0	0	10

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	41	22	0	6	2	0	2	0	0	49
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	16	10	4	16	2	6	29	0	16	61

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	57	32	4	22	4	6	31	0	16	110
Number of ELLs who have an alternate placement paraprofessional: <u>3</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
Spanish <u>3</u>							17	16	24					57
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	17	16	24	0	0	0	0	57

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							15	16	23					54
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2	3	2					7
TOTAL	0	0	0	0	0	0	17	19	25	0	0	0	0	61

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)						9	10	13	7					39
Intermediate(I)						4	12	12	1					29
Advanced (A)						19	14	17						50
Total	0	0	0	0	0	32	36	42	8	0	0	0	0	118

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	20	3			23
6	29	2			31
7	34	2			36
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5	22		5						27
6	20	7	6	2					35
7	30	8	1		1				40
8									0
NYSAA Bilingual (SWD)									0

NYS Science

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

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	23	31	24	1				
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
MS 390 uses the following assessments to assist teachers working with ELLs identify students' early literacy skills.
 - Fountas and Pinnell- running records
 - DRP

3. Periodic Assessments

5. Writing Baseline

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

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
When acquiring a new language, ELL students typically perform better in oral modalities of speaking and listening than written modalities which are reading and writing. NYSESLAT data reveals that across grades, students' scores decreased in listening and writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Patterns across NYSESLAT modalities in speaking, listening, reading and writing impact instructional decisions for teachers of ELLs. State assessment scores are paralleled with outcome targets as outlined in the Title III AMAO targets. Results are used to group students by proficiency levels, planning differentiated activities, drive small group instruction, and determine which researched based computerized programs students need.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

ESL

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

Bilingual

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
6. At the beginning of the school year, all students are given different assessments such as Degrees of Reading Power, Common Core Reading and Writing Baseline, Periodic Assessments, ELA and Math Simulation (Tier 1) Based on students Degrees of Reading Power score, particular students and then given the Fountas & Pinnell Running Records which examines students fluency and comprehension in reading (Tier 2). Data is used to guide instruction and provide additional support to identify areas of concern. Based on DRP students are referred to researched based programs such as Access Code, Wilson, Word Generation, and often placed AIS groups and in Extended Time.
Throughout the school, ELLs are being supported in the curriculum with some initial teaching/support of vocabulary and story content in their native language when possible. Content as well as ESL teachers provide visual support, additional modeling, visual cues, demonstration, and explanation of key phrases. Teachers support each other to scaffold tasks, and provide additional materials tying concepts to the student's background knowledge, interests and experiences- matching student's level of English acquisition and ability to respond.
7. How do you make sure that a child's second language development is considered in instructional decisions?
Children's second language development is considered in instructional decisions when placing students in appropriate intervention programs and exposure to additional materials based on the students second language needs.
8. For dual language programs, answer the following:

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

Not Applicable

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

Formal assessments provide insight into students' needs and inform the effectiveness of our instruction and programs. AYP is measured through students performance on NYSESLAT. These results are then paralleled with outcome as set by the districts targets as outlined in the Title III AMAO targets. AMAO estimator tool is used to assist personnel with this process.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. At M.S. 390, a Clerical Aide, Ms. Fiordaliza Ceballos, is in charge of the registration process for all students. When she registers new admits, she contacts the ESL teacher, Ms. Mabel Grullon who is a certified ESL teacher who speaks English and Spanish. Ms. Grullon begins the LEP Identification process. She conducts informal oral and formal interviews in English and Spanish. During this interview, the parent(s) is/are notified that they are required to view the video that describes possible program choices if their child is determined as an ELL based on their testing scores. Many parents choose to view the video during the registration process. Afterwards, they fill out the Parent Survey and the Program Selection Form. At some time during the registration process, the ESL teacher informally interviews the student. She asks them questions in English and/or Spanish. Based upon this interview and if , she makes the determination of whether or not the child needs to take the LAB-R and/or the Spanish LAB. If a child comes from a Spanish-speaking country, they are given the Spanish LAB. Afterwards, she reviews the Home Language Identification Survey (HLIS), makes the code determination, and signs it. A copy of the HLIS is placed in the cumulative record folder and a copy is kept in a binder. Ms. Grullon then administers the LAB-R, when necessary.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

The video that describes the program choices is shown within the ten days after parents register their child at our school. The parents view the video at a computer within the main office where the Parent Coordinator, Social Worker, Literacy Coach, ESL teacher, and/or the clerical aide discuss and make them aware of the program choices and answer any possible questions. Parents are offered translation services and/or spoken to in their native language. Once parents select a program, they fill out a Program Selection form. Based on the students score and the parents' requests, students are placed accordingly. When a parent fails to return the selection form, if the child is Spanish-speaking, we place the child in our Transitional Bilingual Education program (TBE). The ESL teacher then, records the ELL status of student, parent choice of program, and the program placement on the ELPC screen in ATS.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Parent Survey forms and Program Selection forms are distributed by the Clerical Aide and returned to the office. They are compiled and kept in a binder in the main office. Entitlement Letters are distributed by the ESL teacher and they are collected and kept within the same binder as the Parent Survey forms and Program Selection forms.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

Once the students are identified as ELLs based on their Language Assessment Battery-Revised score, the ESL teacher reviews these documents. When parents are consulted by the Clerical Aide, Parent Coordinator or ESL teacher, they are made aware of the different programs offered to ELLs in their native language. The program of their choosing is recorded on the Parent Selection form

and HLIS. If parents do not select a program and the student speaks Spanish, the student is automatically placed in the bilingual program. The ESL teacher then formally records students ELL status on the ELPC screen in ATS and distributes Entitlement letters.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Before the New York State English as a Second Language Achievement Test is administered, there are a few reports the ESL teacher utilizes on ATS to assist with identifying which ELLs and special education ELLs are eligible to take the assessment RLER. The reports that are used using ATS include: RADP, ELPC, RSPD, RELL, RSPE. The Assistant Principal, in charge of Special Education students, Ms. Lourdes Prieto-Lopez assist in this process as well. This same group works with the Assistant Principal in charge of test coordination, Ms. Cinnamon Harris. As a whole, they ensure that all ELLs receive the proper testing accommodations. ELLs who miss testing for any reason, are provided with multiple opportunities test formally and informally. After checking students eligibility to take the NYSESLAT using the RLER, reviewing testing modifications for ELLs using the RSPE, the ESL teacher prints a blank ROCL report to highlight all ELL students eligible to be tested in the entire school. As the testing window opens in the Spring, the ESL teacher uses this report to assist with assuring all ELLs have been tested in each modality (Listening, Speaking, Reading, and Writing). While the ESL teacher assess all students in the ESL program she works closely with the bilingual teachers to assure all bilingual ELLs are tested.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
After reviewing Parent Surveys and Program selection forms, we find that approximately 90% of our parents decide to place their children in the bilingual program. The 10% remaining, decide they would like to place their child in an ESL program. Approximately 92% of our ELLs in the ESL program are Hispanic while 8% are from other ethnic groups. The program models offered at our school are very much aligned with parent requests. Very few parents take their children out of our bilingual program even after the students have tested out.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - c. At M.S. 390, we have several ways in which we deliver instruction to ELLs.
 - d.
 - a. All of our ELLs in 6th, 7th, and 8th grade monolingual classes, receive ESL instruction through a blended push-in and pull out model. ESL teacher, Ms. Grullon, and Mr Lopez, provide instruction to students who are mandated for services. The ESL students also receive instruction through content area teachers that infuse ESL methodologies into their practice. The content area teacher uses ESL methodologies by working with the ESL teachers, by either planning together, or using different resources or programs. In the TBE program, students receive instruction through content area teachers using ESL methodologies. The bilingual students receive instructions in their classrooms from pedagogues trained in ESL methodologies.
 - b. Our program model is based on heterogeneous groups. There are mixed proficiency levels in all classes. For the ESL pull-out and push in program, the children are grouped by heterogeneously in the same grade, and in the same class. Having all the ELLs in the same class according to their grade level, helps the students be together other ESL students and the trained ESL teacher can service the students in one classroom.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

To ensure that the mandated number of instructional minutes is provided in the ESL program. Both ESL teachers spend the mandated time in the students ELA class pushing in. The time is split through out the week, Advance students receive 180 minutes per week, about 5 periods a week. Intermediate and beginner students receive 360 minutes per weeks, about 10 periods per week. This time is split between both teachers reassuring each students receives the mandated time. In freestanding ESL, about 90% of instruction is in English, the other 10% can be a translation, or used of their native language dictionary. In the TBE program, native language arts, English language arts and ESL instruction are provided according to the school's language allocation policy (LAP). For the seventh and eight grade bilingual classes, we follow a 60/40 model, in which 60% of instruction is in English and 40% is in the native language (Spanish). For sixth grade we have a different approach, which is a 75/25 model in which 75 % of the instruction is in the native language and 25% of the instruction is in English. The rationale for this is that some of our older students have advanced proficiency levels based on their NYSESLAT scores.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
4. In the TBE program, for all grades, content areas are delivered in the native language of the students, in this case Spanish. As the students' progress, the amount of English instruction is increased as is the utilization of ESL strategies. Support in the native language is provided for students on an as needed bases. Spanish and English are used interchangeably to teach content area subjects, which is supported by instructional materials in both languages. Content area teachers follow the schools' curriculum maps which are aligned to the New York City, New York State and the Common Core Learning Standards. In the beginning of the school year, students are given more native language instruction. In ELA, we increase the amount of native language instruction in content areas.

The ESL teacher provides content area support for ELLs through various scaffolding techniques, use of Q-TEL strategies, utilization of graphic organizers, audio visual materials, technology and manipulative. They also provide glossaries, dictionaries and reference charts to support student learning.
5. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELLs are appropriately evaluated in their native language through the use of periodic assessments such as: performance assessments, custom tests, diagnostic assessments, predictive tests, unit assessments, etc. Depending on the needs of the students, the bilingual teachers translate many English assessments into Spanish. In preparation for standardized testing, bilingual students are given translated copies (English and Spanish) of previous New York State English Language Arts and Mathematics tests.
6. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

To ensure that all ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year, as a school we use a number of periodic assessments.
7. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.

- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
- f. We differentiate instruction for our ELL subgroup in the following manner
 - a. For our SIFE population, we provide differentiated instruction based on the need of the student. We focus on native language development by concentrating on basic literacy skills. Within the classrooms, the students are assessed and evaluated on an on-going basis. These assessments include, but are not limited to, unit assessments, predictive/diagnostic tests, formative and summative assessments, along with authentic instruction assessments. In order to further promote English language acquisition, our SIFE students are encouraged to take advantage of the many after school learning opportunities, in particular our Academic Enrichment after school program. This after school programs provides extra ESL classes for the students. We provide them with snacks and different academic and social activities to engage in.
 - b. For ELLs who have been here less than three years, we focus on intensive native language acquisition. Since research indicates that second language acquisition happens faster when there is a solid foundation in the native language, we purposefully strengthen native literacy skills. Staff members assess the children's learning styles and determine their readiness levels. Once they have been evaluated, instruction is scaffold in the areas of phonemic awareness, grammar, comprehension, academic language, and higher order thinking skills. The native language arts class is utilized as a vehicle in which Spanish literacy skills, specifically academic language, is taught and strengthened.
 - c. Once our ELLs have been here for 4-6 years, the emphasis of our instruction is to expose them to more sophisticated, higher order thinking, content-based academic language. This is done through small group instruction within the class, in Extended Time groups, and after school programs.
 - d. Long term ELLs are given intensive literacy, math, and technology support through research-based strategies, practices materials and curricula. They are placed in Extended Time sessions where they are offered small group instruction. They are also encouraged to participate in after school tutoring programs. Since long term ELLs are at times over age, particular emphasis is given to improving attendance, providing guidance, and supporting families with issues that may affect academic performance.
 - e. For former ELLs we give them support through the push in model. When we push in to a class that have former ELLs we assist them only when they need help. We try to give them a chance to be able to do the work of a content based class without our support. The rationale behind this is for the student to be able to understand English on their own without an ESL teacher. When the ESL teacher feels that the student might need help based on language, the ESL teacher will step in and support.

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

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

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

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

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

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

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

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

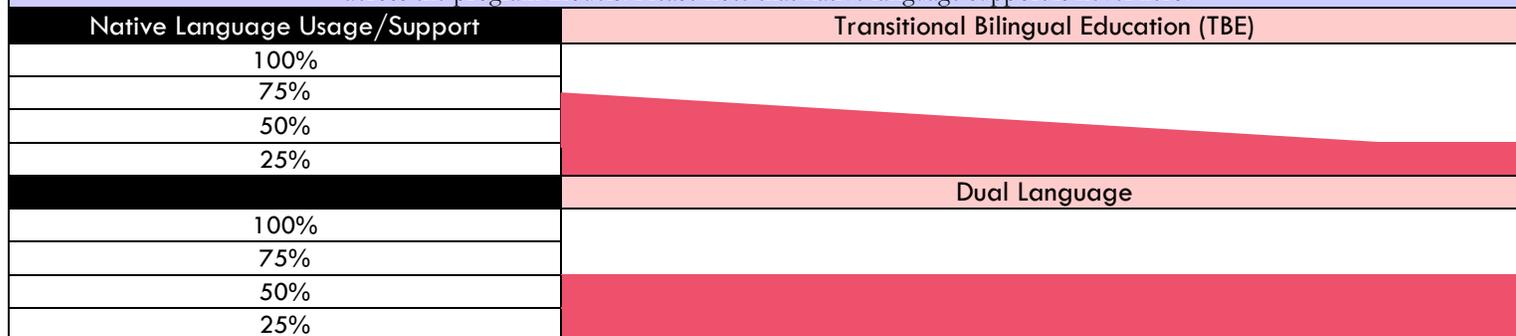
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

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

Upcoming workshops

January 14, 2014 — ESL/ELL

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

January 12th- NYSITELL training and turn-keying to all bilingual and ESL teachers.

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

May 20, 2014 — Accessibility

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

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

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

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

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

D. Parental Involvement

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Robert Mercedes	Principal		11/14/13
Lourdes Prieto-Lopez	Assistant Principal		11/14/13
Jose Duran	Parent Coordinator		11/14/13
Mabel Grullon	ESL Teacher		11/14/13
	Parent		1/1/01
Maria Adorno	Teacher/Subject Area		11/14/13
Raymundo Lopez	Teacher/Subject Area		11/14/13
Valerie Green-Thomas	Coach		11/14/13
	Coach		
Virginia Pou	Guidance Counselor		11/14/13
	Network Leader		
Guillermina Ceballos	Other <u>LCSW</u>		11/14/13
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10x390

School Name: MS390

Cluster: 511

Network: FHI

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

Our Parent Coordinator, Bilingual School counselor, Bilingual Social Worker, Community Associates, Office personnel, and school staff are bilingual and contribute with oral interpretation needs to our school community in both Spanish and English. School staff will also contribute to oral interpretation needs on an as needed basis in either Spanish or French.

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

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



Department of English Language Learners and Student Support

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 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: MS 390	DBN: 10X390
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: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here: Our English language Learners struggle to obtain the necessary literacy skill and academic language to become fluent in English and obtain language proficiency. The T-III Academic program focus is to address the barriers associated with interrupted formal education, limited native language skills, in addition, to transitioning from native language to the English language. This program will increase the number of students that meet AMAo 1 and AMAO 2.

The T-III academic after school program will provide English Language Learners with opportunities to enrich and develop their listening, speaking, reading and writing skills. It will provide students with the strategies needed to meet instructional expectations and prepare them for college and career.

Instruction is provided in English. We will use a variety of programs to address the needs of all English language learners. Students are divided by proficiency levels. The beginners and new arrivals use Access Code which is a research/ computer based program focusing on decoding skills. The intermediate students will use Brain Pop ESL. Brain Pop ESL is a comprehensive program that provides students an engaging way to model conversational English. The focus for advance students is the development of academic language. To address the academic needs of advance students we use Word Generation. Word Generation is a web based program with emphasis on academic language development by introducing current events issues.

The after school program will be staffed by two ESL teachers and one certified bilingual teacher. The program will be held from October 1, 2014 to May 29, 2015. It will be two times per week (Wednesdays and Thursdays) from 2:30 pm to 3:30 pm and Saturdays 10 am and 12 pm.

Teachers will utilize a variety of resources as well as ESL research based techniques and methodologies. The students socio-emotional needs will be addressed by exposing them to reading and writing activities, engagement in project based learning, as well as discussion and presentations from the school guidance counselor and social worker.

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

Part C: Professional Development

Begin description here: Teachers will continue to participate on professional development activities such as reciprocal teaching and collaborative learning. In addition, teachers will meet for common planning and share best practices. Teachers will engage in professional development activities in house and out. The teachers will also meet with content area teachers to align activities and lessons to the English language arts curriculum. The topics and dates for the professional development sessions are as follow:

- November 14th Review ESL strategies
Facilitator: R. Lopez (ESL teacher)

- December 5th ESL strategies
Facilitator: R. Lopez (ESL teacher)

- January 9th Test Preparation for NYSESLAT
Facilitator: M. Adorno (ESL/ Bilingual teacher, Literacy Coach)

- February 6th Looking at Student Work
Facilitator: TBA

- March 6th Strategies for Improving Listening Skills
Facilitator: M. Grullon (ESL teacher)

- April 17th Next Steps for English Language Learners
Facilitator: collaborative work

Common planning and sharing best practices are an essential part of our work. We will meet for planning on November 21st, December 12th and 19th, January 16th and 23rd, February 13th, March 13th and 20th, and April 24th. Common planning sessions are led by Maria Adorno, our Literacy Coach. Professional development sessions and common planning will take place from 2:30pm to 4:30 pm.

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:

Parents will be provided with monthly workshops - 2 hours on Saturdays (10am -12pm) or evenings (4pm-6pm) depending on parent's availability. The parent meetings will begin on November 2014- May 2015. Parents will be provided with opportunity to participate in coordinated activities related to the students academic needs. In addition, workshops will help us introduce parents to some our new initiatives such as Pupil Path, a student information system for parents and students to track academic progress. The following are the topics that will be presented during parents' workshops:

- November 15 Middle School Transition for 6th grade ELLs and Pupil Path
Facilitator: V. Pou, bilingual counselor and J. Duran, parent coordiantor

- December 6 High School articulation
Facilitator: V. Pou, bilingual counselor

- January 10 Preparing for NYSESLAT
Facilitator: R. Lopez, ESL teacher

