Department of Education
Carmen Fariña, Chancellor

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (*i.e. 01M001*):	**17K394**
School Name:	**M.S. K394**
Principal:	**GUENDALINA SHAW PIETERS**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Mary McLeod Bethune School
School Number (DBN): 17K394
Grades Served: PreK-8
School Address: 188 Rochester Avenue\Brooklyn, NY 11213
Phone Number: (718) 756-3164
Fax: (718) 756-3177
School Contact Person: Guendalina Shaw-Pieters
Email Address: gshawpieters@schools.nyc.gov
Principal: Guendalina Shaw-Pieters
UFT Chapter Leader: Afiya Callender
Parents' Association President: Ivette Hagins
SLT Chairperson: Guendalina Shaw-Pieters
Title I Parent Representative (or Parent Advisory Council Chairperson): Ivette Hagins
Student Representative(s): NA

District Information

District: 17K 394
Superintendent: Clarence G. Ellis
Superintendent's Office Address: 1224 Park Place Room 130\Brooklyn, NY 11213
Superintendent's Email Address: Cellis3@schools.nyc.gov
Phone Number: (718) 221-4372
Fax: (718) 221-4326

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Field Support Center
Director: Cheryl Watson-Harris
Director's Office Address: *415 89th St.,* Brooklyn, NY *11209*

Director's Email Address: *CWatson21@schools.nyc.gov*

Phone Number: 718 759-3952 Fax: 718 759-4879

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Guendalina Shaw-Pieters	*Principal or Designee	
Afiya Callerder	*UFT Chapter Leader or Designee	
Ivette Hagins	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative (staff), if applicable	
Ivette Hagins	Title I Parent Representative (or Parent Advisory Council Chairperson)	
NA	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Virgina Goodwin	Member/ Parent	
Lashanda Tompkins	Member/ Parent	
Chevon Parron	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Carmel Williams	Member/ Parent	
Zenobia Fypher	Member/Teacher	
Sophine Watson	Member/Teacher	
Camille Pyle	Member/ Teacher	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new Strong Schools, Strong Communities initiative and Framework for Great Schools.

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a report, entitled Strong *Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development

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

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

In accordance with the requirements of Chancellor's Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor's Regulations A-655.
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART–Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The Mary McLeod Bethune School 394's mission is to create an environment that recognizes, celebrates and respects the cultural diversity of our school's community. Through standards-driven instruction, our students will be: empowered with learning experiences that will maximize their academic achievement and develop their self-esteem; taught to become proficient, critical and informed lifelong learners: prepared to live and compete in our changing technological world. We are also known as the Center for Mathematics, Science , Technology & Performing Arts. Therefore, in addition to our students participating in State Mathematics and English Language Arts State Assessments, many also participate in Algebra 1 and Living Environment Regents. All of our students are immersed in the use of various types of Technology. Our classrooms are equipped with computers or the availability of a lap-top cart. About 1/2 of the teachers integrate the use of smart-boards and or document cameras to enhance their daily lessons. Our visual and performing Arts Program begins in Pre K and continues to 8 th grade. This is aligned to the criterion set in the Elementary and Middle School Academic Policies. However, upon entry to third grade, our students experience visual and performing arts through the instruction of a dedicated visual arts, music, and dance teacher. Many of our students graduate with High School Regents. One third of our eighth grade students take and pass the High School Algebra Regents as well as the Living Environment Regents

We are proud to have maintained community partnerships as well as fostered new partnerships. Some community partnerships that continue to be woven into the fabric of PS\MS 394 are: Urban Advantage, New Victory Theatre, Studio In the School, Middle School Quality Initiative-(Middle School Quality Initiative), National SAM Innovation Project, Robin Hood Foundations-Making Pre-K count, Parent Corp-Pre K\K, Cook Shop, My Library. Some of the most recent partnerships we have been able to develop are: Friends of Crown Heights-DOE After-School Initiative, Positive Behavior Intervention Support, Parent Corp, Response To Intervention Project, Medgar Evers College Pipeline Initiative, Art Matters, Arts in the Middle and Hofstra University STEM program.

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

According to the New York City School Survey, there was a positive change between the 2014 and 2015 school year in how satisfied parents felt about the education their children were receiving. In 2014, 83% of the parents were satisfied as opposed to 2015 where 90% of the parents were satisfied. We worked diligently to make our parents aware of the need of their children. Besides sending home the quarterly report cards, we also provided two interim Progress Reports, utilized Parent Communication Tuesdays with various parent activities, and provided Saturday Family Activities.

This year we noticed our students did better in English Language Arts than in Mathematics. Based upon our informal assessments, we contribute this finding to the structures we had in place to monitor English Language Arts data. Subsequently, we decided to place just as much emphasis on monitoring mathematics as we continue to do so with English Language Arts. Next, for the past two years, we spent an enormous amount of time developing and refining English Language Arts and Mathematics unit maps. This year we would like to spend just as much time writing social studies unit maps. Finally, although teachers meet to discuss student work, our data indicated that a more critical lens was needed during this process. Therefore, we have decided to examine student work products with more fidelity. Consequently, we placed a time during the school day for all teacher teams to meet and discuss student work product in addition to the Tuesday requirement. Therefore, because of the aforementioned, our key areas of focus this year are monitoring assessments for mathematics, developing social studies unit maps as well as strengthening the work of our teacher teams.

17K394 School Information Sheet

School Configuration *(2014-15)*					
Grade Configuration	**PK,0K ,01,02, 03,04, 05,06, 07,08**	**Total Enrollment**	**605**	**SIG Recipient**	**N/A**
Types and Number of English Language Learner Classes *(2014-15)*					
# Transitional Bilingual	**N/A**	**# Dual Language**	**N/A**	**# Self-Contained English as a Second Language**	**N/A**
Types and Number of Special Education Classes *(2014-15)*					
# Special Classes	**N/A**	**# SETSS**	**N/A**	**# Integrated Collaborative Teaching**	**N/A**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**11**	**# Music**	**11**	**# Drama**	**N/A**
# Foreign Language	**11**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**87.3%**	**% Attendance Rate**	**91.9%**
% Free Lunch	**88.0%**	**% Reduced Lunch**	**5.6%**
% Limited English Proficient	**5.6%**	**% Students with Disabilities**	**13.6%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**N/A**	**% Black or African American**	**83.8%**
% Hispanic or Latino	**10.9%**	**% Asian or Native Hawaiian/Pacific Islander**	**3.8%**
% White	**1.0%**	**% Multi-Racial**	**0.5%**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**1.16**	**# of Assistant Principals (2014-15)**	**2**
# of Deans (2014-15)	**1**	**# of Counselors/Social Workers (2014-15)**	**1**
Personnel *(2013-14)*			
% of Teachers with No Valid Teaching Certificate (2013-14)	**N/A**	**% Teaching Out of Certification (2013-14)**	**N/A**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.1%**	**Average Teacher Absences (2013-14)**	**5.28**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**16.4%**	**Mathematics Performance at levels 3 & 4**	**8.7%**
Science Performance at levels 3 & 4 (4th Grade)	**73.6%**	**Science Performance at levels 3 & 4 (8th Grade)**	**45.6%**
Student Performance for High Schools *(2012-13)*			
ELA Performance at levels 3 & 4	**N/A**	**Mathematics Performance at levels 3 & 4**	**76.7%**
Credit Accumulation High Schools Only *(2013-14)*			
% of 1st year students who earned 10+ credits	**N/A**	**% of 2nd year students who earned 10+ credits**	**N/A**
% of 3rd year students who earned 10+ credits	**N/A**	**4 Year Graduation Rate**	**N/A**
6 Year Graduation Rate	**N/A**		
Overall NYSED Accountability Status *(2014-15)*			
Reward		**Recognition**	
In Good Standing	**X**	**Local Assistance Plan**	
Focus District	**X**	**Focus School Identified by a Focus District**	
Priority School			

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**YES**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**YES**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**YES**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**YES**		
Met Adequate Yearly Progress (AYP) in Science *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**NO**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**NO**		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Graduation Rate *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		

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

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

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

At PS/MS 394, the teachers spent an enormous amount of time developing and refining units of study in English Language Arts and Mathematics. After reflecting on the collaboration of teacher teams last year, we noticed our strength was in the amount of time we spent collaborating on writing units of study and aligning our English Language Arts and Mathematics units of study with the common core standards. It was noted in our 2013-2014 Quality Review Report that "The writing curriculum aligns to writing standards 1, 2, and 3. and in math, units focus heavily on computational fluency and developing students' ability to solve multiple step problems." This further supports the decision to focus our unit writing this year around social studies. We also felt that we did a great job with regards to, meeting in vertical and horizontal teacher teams which supported this endeavor. Based upon this data, we have decided to continue developing, aligning and refining units of study. However, our focus this year will be in social studies. This will be a school-wide initiative.

Student outcomes suggest that a focus on writing, specifically in the area of Social Studies will support student understanding of the specific areas of focus according to the Social Studies Scope and Sequence K-8 2014 - 15 our most recent edition. For example, if the teachers meet in teams to develop Units of study based upon the area of focus for that particular grade: Grade 6 "The Eastern Hemisphere, Grades 7 & 8: The United States and New York State History, then the students will demonstrate a deep understanding of the particular area by way of exuding confidence with the content via verbal fluency and writing. The Four Units of study will be aligned with the scope and sequence and the common core standards using the time line and essential questions. Thus, Grade Six Teachers will meet to develop Unit 1, for example that spans September - December on a time line around 2 essential questions: Does Geography determine development? and To what degree does geography determine culture?...under the umbrella of the Eastern Hemisphere.

Our priority needs are that we need access to more resources so that students have the tools that they need available for immediate use. The use of technology across the board should be a given so that no child is unable to complete an assignment because they cannot print, research or chat. We must organize for effort.

Our English Language Learners and Students with Disabilities are held to the same standards as their general education counterparts with some supports. Those supports come in the form of some of the same supports that we provide for the entire Middle School for example. Our involvement in the Middle School Quality Initiative - Middle School Quality Initiative and Lincoln Center Education helps us to immerse the students into the Social Studies Subject matter while providing needed differentiated skill development. Word Generation is an aspect of the Middle School Quality Initiative that takes focused vocabulary across the content area of Literacy, Mathematics, Social Studies and Science and leads students to the possibility of Debate on a given topic. Our participation in The New Victory Theater experience enables students to look at Social Studies through the arts and students experience live theater performances. By immersing the students into content via various mediums they gain an awareness and understanding of issues. The data obtained from MSQI and looking at student work suggest that our Students with

Disabilities for example showed improved writing skills as a result of their participation in word generation and the strategic reading groups:not limited to but including three days of small group instruction intervention. The self contained class which is a 7/8 bridge class has the benefit of several paraprofessionals in addition to the classroom teacher. The ELL teacher pulls out and pushes in to provide ELL's with on-going support and works closely with the classroom and cluster teachers.

The guidance counselor serves as the Respect for All Liaison. With the implementation of PBIS: Positive Behavior Interventions and Supports school-wide and participation in the District 17K TAC-D Guardians of Equity NYU Technical Assistance Center on Disproportionality, we focus on improving student behavior school wide. We provide various incentives and a metacognitive focus on ownership of student behavior. As well we have started a Renassaince program at the Middle School Level where students participate in monthly assemblies and celebrations of student accomplishments across the board: from adhering to mandates such as the uniform requirement, to academic achievement. All of the above addresses bullying, harassment, fighting and overall respect student-to-student as well as respect for authority.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2016, grades K-8 teacher teams will collaboratively develop social studies units of study that are aligned with the Department of Education Social Studies Scope and Sequence to improve rigorous instruction as measured by the development and implementation of 4 units of study grades K-8.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).** • **Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
Provide all teachers with at least two common planning periods per week so that teachers on the same grade can develop authentic social studies units of study together. When needed, provide teachers with per-session to ensure completion of four social students units of study per grade.	All Teachers All Teachers	Sept.-June Jan.-April	Administrators, STARS Programmer Administrators
Have teachers collaboratively develop a unit plan template that has a component which includes goals/ scaffolds for English Language Learners and students with disabilities.	All Teachers	Sept.-Oct.	Teacher Leaders
Provide teachers with resources that offer instructional choices for deciding upon materials that are aligned with the New York City Social Studies Scope and Sequence and can be use in their units of study.	All Teachers	On-Going	ELA Coach
Administrators and coaches will provide teachers with feedback on social studies units of study ensuring each unit is rigorous and has scaffolds and skills, and concepts to build student understanding.	Classroom Teachers	On-Going	Administrators & Coaches

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
• New York City Social Studies Scope and Sequence • We will utilize the English Language Arts coach to support teachers with finding rigorous resources to be incorporated into their units of study • Support will be provided to teachers for finding trips related to units of study • Common Core Library

• Engage New York • Starrmatica

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	**Tax Levy**	X	**Title I SWP**	X	**Title I TA**	X	**Title II, Part A**		**Title III, Part A**		**Title III, Immigrant**
	C4E		**21st Century Grant**		**SIG/SIF**		**PTA Funded**		**In Kind**		**Other**

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2016, all grades should have developed and implemented at least two social studies units of study.
Part 5b. In **February 2016,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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

The framework for great schools highlights the need for we summarized that our daily attendance rate is usually 93%. In the School Quality Guide, the school was rated "Meeting Target" in the attendance section. However, on an average, about a third of the students were coming to school late daily. Normally, when students are absent/late parents are called to make sure the "lateness" is legitimate or at least known to the parent. Teachers also speak to the students when they arrive late, and a "lateness letter " is given to students. However, only students with chronic lateness patterns had their parent contacted. Therefore, we have decided to put an action plan in place to lower the amount of students coming to school late on a daily basis.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 30% decrease in the amount of students coming to school late during the 2015-2016 school year as compared to the 2014-2015 school year as measured by the School's Annual Attendance Report.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).** • **Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
- Articulate clear and frequent expectations to parents through Parent Handbook, monthly calendars, weekly individual student attendance reports and workshops highlighting strategies which can be used at home to reinforce the importance of attendance and punctuality.	Parents of students in grades Pre-K - 8.	On-Going	Attendance Team, Administrators, Classroom Teachers, Parent Coordinator, Guidance Counselors
Award students who come to school on time with monthly certificates at monthly or by-monthly assemblies, provide trips or very special events at the school. Place students' names on the Attendance Honor Roll for perfect attendance.l	Students in grades Pre-K-8	Monthly	Attendance Team, Administrators, Classroom Teachers, School Aides
Allow students who come to school on time to earn Mary McLeod Bethune money that they can redeem at the school store monthly.	Students in grades Pre-K-8	Daily – On Going	Teachers, Parent Coordinator
Implement the "Success Mentor" Program where students with chronic lateness/absenteeism are paired with a mentor from the attendance team. Implement the "Wake -Up Early" Program where students receive a call from a different celebrity each morning. Continue to monitor the lateness of individual students daily/weekly and meet with parents and students on an individual basis to discuss the importance of attendance. Display attendance banners school-wide with the phrase "Attend Today, Achieve Tomorrow".	Students with chronic lateness /absences	November-June	Attendance team, Guidance Counselors, Teachers, Administrators.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Purchase banners, certificates, breakfasts and other incentives to reward students with improved attendance/lateness. Set aside per-session for guidance counselor and attendance teacher to meet with parents of children with chronic absenteeism /lateness in the evenings.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	**Tax Levy**	X	**Title I SWP**	X	**Title I TA**		**Title II, Part A**	X	**Title III, Part A**		**Title III, Immigrant**
	C4E		**21st Century Grant**		**SIG/SIF**	X	**PTA Funded**		**In Kind**		**Other**

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, the monthly lateness rate will decrease by at least 20% as compared to the lateness rate between September - December of 2014 and January of 2015.
Part 5b. In **February 2016,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

• Conduct a comprehensive assessment of your school's academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data. • Summarize your school's strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
According to the data from the School Quality reports, the students of M.s. 394 have shown strengths in their performance in English Language Arts. The quality review shows further strengths in the collaboration of teacher teams and the development of teacher pedagogy from coherent set of beliefs about how students learn best

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2016, all teacher teams will meet weekly as a part of their twenty five period teaching requirements to analyze student work, make decisions on how best to adjust\ refine lessons to meet student needs. This will be measured by collecting and reviewing lesson plans in their first edition and comparing them to their refined edition.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).** • **Strategies to promote teacher-parent collaborations to improve student achievement.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
Each teacher team will keep agenda's outlining focus for each meeting.	All Teacher Teams	Sept.-June On-Going	Administrators & Coaches Lead Teachers, Coaches

Teachers will receive professional development utilizing videos, articles, and books on pedagogy/best practices for interacting on teacher teams.	All Teacher Teams		
Teachers will collaboratively decide on various protocols to use when looking at student work based upon the information they wish to abstract from the work. These protocols will be used to support teachers in collecting and charting data, analyze data, prioritizing student needs, and revising lesson plans.	All Teachers	Sept.-Nov.	Lead Teachers
Teachers will visit each other's classrooms to either observe a master teacher or to provide support on how to implement best strategies discussed during the teacher team meetings.	Teachers rated Ineffective-Effective	On-Going	Highly Effective Teachers
Teachers will continue to participate in structured lesson labs observing best practices as well as structured debriefing sessions that foster discussions on noticings during lesson labs.	All Teachers	On Going	Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- End of unit task/assessments in English Language Arts, Mathematics, Science, and Social Studies
- Measure Of Student Learning beginning, interim, and final assessments
- Coaches and Administrators
- National School Reform Protocols
- Scheduling one teacher team period per twenty five for each teacher

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	**Tax Levy**	X	**Title I SWP**	X	**Title I TA**	X	**Title II, Part A**	X	**Title III, Part A**		**Title III, Immigrant**
	C4E		**21st Century Grant**		**SIG/SIF**		**PTA Funded**		**In Kind**		**Other**

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By November 2016, all teacher teams will be able to produce evidence of going through at least one full cycle of looking at students work as evidenced by refined unit plans, lesson plans, and research to support instructional changes.

Part 5b. In **February 2016,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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

The Framework for Great Schools highlights that in order for classrooms to be successful there needs to be a strong curriculum which is aligned to the Common Core. We have analyzed our school's academic program in order to determine its effectiveness in terms of how it challenges students, scaffolds their experience, and is enlivened by teachers who are engaged with their craft.

Strengths:

Teachers:

Our Quality Review Report 2013-2014 that the school thoughtfully purchased many software programs to support struggling readers.

The Quality Review Report further shows that teachers are engaged in rigorous curricula in their programs in order to ensure that curriculum is accessible to a variety of learners that are aligned to Common Core Learning Standards.

Students:

Data collected in the area of student progress from the School Quality Guide indicates that state tests from 2012, 2013 and 2014 show strengths in English Language Arts (ELA).

Needs:

Teachers:

The Quality reports show that teachers needed to evaluate the effectiveness of programs since they were done informally.

Students:

Data analyzed from the Quality reports indicate that the students' progress in mathematics were weaker in comparison to the English Language Arts in 2012, 2013, 2014. Students made a 43% growth in student progress in 2014 but a 55% gain in English Language Arts.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2016, administrators will collaboratively develop a calendar for collecting and monitoring student informal assessment data in writing, mathematics, social studies and science to measure areas of growth and areas of refining student understanding. . Thus, teacher capacity to use data to inform instruction and increase student math and ELA scores on the 2016 state test will increase as measured by comparing the 2014-15 math scores to the 2015-2016 math scores.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).** • **Strategies to promote parent leadership and engagement as a key lever for school improvement.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
Develop and disseminate school wide assessment calendar indicating expectations as to when specific assessments are to be given and collected by supervisors.	Teachers and Students	Sept. - Nov.	Administrators , Coaches, and Teachers
Provide teachers with timely feedback around strengths and weaknesses, next steps for remediation, and follow up collection of new data.	Teachers	October November December	Administrators and Coaches
Provide teachers with professional development on norming criteria, strategies in writing structure.	All Teachers	Oct. & January	Coaches
Provide teachers with workshops on how to analyze their data and make instructional decisions on next steps.	All Teachers	November December	Administrators, Coaches Hofstra University Support Staff

Provide teachers with workshops on how best to align common core standards and pedagogical strategies into their plans.	All Teachers	March April January February March	

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
• Common Core Library • National Reform Protocols • Professional Book around analyzing data and looking at student work

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	**Tax Levy**	X	**Title I SWP**	X	**Title I TA**	X	**Title II, Part A**	X	**Title III, Part A**		**Title III, Immigrant**
	C4E		**21st Century Grant**		**SIG/SIF**		**PTA Funded**		**In Kind**		**Other**

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2016, the Extended Cabinet Team should have completed at least two rounds of progress monitoring in Writing (ELA), Mathematics, Science, and Social Studies.
Part 5b. In **February 2016,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

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

After reviewing our attendance for all parent workshops provided by both the Parent Coordinator, the Parent Teachers Association, as well as provided by the principal, we noticed a need to increase parent participation in these workshops during the 2014-2015 school year based upon our sign in sheets. Our goal for the 2015 school year was to increase parent participation at school wide parent events by 5-10%. We were able to meet our goal. Therefore, would like to continue this pattern.

According to the 2013-2014 Quality Review Report, the school needs to provide increased opportunities for parent involvement workshops on strategies to support the common core learning standards. Therefore, as we continue to work on developing Strong Family and Community Ties we will expand our parent volunteer program, implement strategies to increase parent attendance at workshops and increase their participation in school-wide activities. Some of our strengths in this area are our active Parent Teacher Association and Title 1 Committee, our partnerships with Parent Corp, which helps to support parents and students become more aware of nutritious eating habits and help parents meet the social-emotional needs of their children. Through our partnership with the Urban Advantage program, we provide a strong foundation in STEM for parents and students via trips, curriculum enhancement and hands on activities community. We plan to have parent workshops every month to help parents understand the Common Core Learning Standards so that they may help their children in all academic areas. The parent handbook and monthly calendar are also sources of strength in this area.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 there will be an increase of 5-10% of parents attending workshops including Saturdays as compared to our previous average parent attendance in 2015. This will be measured by attendance sheets for all parent workshops and conferences excluding Parent Teacher's Conferences.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).** • **Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
- Provide ongoing Parent Workshops highlighting strategies which can be used at home to reinforce the importance of attendance and punctuality. -	All Parents and students	November and February,	Parent Coordinator, attendance committee, math and ELA Coaches, and administrators
- Provide workshops on the Common Core Learning Standards	Parents	December, March, and April	Parent Coordinator, PTA, Mathematics and English Language Art coaches, Community Agencies
Continue to distribute Parent handbook and Monthly Calendars to keep parents apprised of what is happening in the school.	Staff and Parents	Monthly	Parent Coordinator
- Continue to implement the Parent Corps Family Program which has shown to have robust outcomes in academic, behavioral and health domains. It has been shown to increase parent involvement in the long run.	Students and Parents	November2015-May 2016	Parent Corp Facilitators, implementation teachers and paraprofessionals

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
• Parents • Paid teachers and paraprofessional • Permits to keep building open after 5:00pm

• Parent Corp Partnership-Grant supplying payment of evening parent and student diners and salaries for teachers and paraprofessionals.
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	**Tax Levy**	X	**Title I SWP**	X	**Title I TA**	X	**Title II, Part A**		**Title III, Part A**	X	**Title III, Immigrant**
	C4E		**21st Century Grant**		**SIG/SIF**	X	**PTA Funded**		**In Kind**		**Other**

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
The first portion of the Parent Corps Family program will happen from October 2015 thru December 2015. The sign in sheets and parent satisfaction survey results will be used to make key decisions as to continue the program using the same guidelines or make revisions to the guidelines.
Part 5b. In **February 2016,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	**Criteria for determining AIS services**	**Type of Program or strategy** (e.g. repeated readings, interactive writings, etc.)	**Method for delivery of service** (e.g. small group, one-to-one, tutoring, etc.)	**When the service is provided** (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	• Work Sampling (Grades: Pre K) • Baseline from Ready Gen Program (Grades: K-5) • ELA Sate Examination Lowest Third (Grades: 3-8) • MOSL (ELA) (Grades: K-8) • Stars (Grades k-5)	Repeated Reading, Vocabulary Development Read Aloud Shared Reading Shared Writing Word Generation MSQI Strategic Reading Toolkit Study Island IXL Skoolbo	Small group instruction. During Center Time Whole Group Small Group One to One One to One One to One	Services will be provided during the school day School Day School Day School Day School Day\Saturday School Day\Saturday School Day\Saturday

		Wilson	One to One	School Day\Saturday
Mathematics	• Mosl (Grade K-8) • Mathematics State Test: Lowest Third (Grade 3-8) • Baseline: Go Math (Grade K -5)	IXL Study Island Skoolbo	Small group	During school hours Saturdays (start day January)
Science	Science MOSL (Grade 7,8)	Study Island	All are small group instruction.	Services are provided during the school day.
Social Studies	MOSL (ELA) Grades k-8	Study Island Shared Writing Word Generation MSQI Strategic Reading Toolkit	All are small group instruction.	Services are provided during the school day.

		Study Island IXL Skoolbo Repeated Reading, Vocabulary Development Read Aloud Shared Reading		
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	• Referral to outside agencies if warranted. Parent Referral Teacher Referral Frequencies in incident reports.	Counseling	Individual and small group	Services are provided during the school day.

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
- 97% of our staff is fully licensed and permanently assigned - Staff is assigned in their area of certification when scheduling - Administrators will attend job fairs to recruit teachers who are available under the Teaching Fellows and Teachers of Tomorrow programs - Creation of colleague-to-colleague outreach program - Professional development will be systematically implemented on an ongoing basis in conjunction with our Brooklyn South Field Support Center Support Staff, Department Of Education, Medgar Evers Collage, and paid consultants - Administrators will seek grant opportunities in collaboration with State Education Department/Department Of Education - Promote the school in a positive light with assurance that there is need for great teachers and make the climate attractive and friendly with a thrust that we are all team builders - Administrators will share postings and advertisements for courses to enable staff to become and/or maintain highly qualified status Principal and administrative staff will play a vital role in conferencing teachers as to the need to become Highly Qualified.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

• Principal will participate in the National SAM Innovation Project to learn strategies on how to become a stronger instructional leader.

• Professional development for teachers and paraprofessionals will be systematically implemented on an ongoing basis in conjunction with our Brooklyn south Field Support Center, Department Of Education, Medgar Evers College, and paid consultants on the following topics:

1. Common Core Learning Standards

2. Implementation of the Ready Gen and Expeditionary Learning programs

3. Implementation of the Go Math and CMP3 programs

4. Analysis of student data with a special focus on Students With Disabilities, English Language Learners, Black Males

5. Assessing student work with a special focus on Students With Disabilities, English Language Learners, Black Males

6. Best practices for ELLs series provided by the Children First Network

7. Inquiry team meetings provided by the Children First Network

8. Assessing student understanding while teaching

9. Balanced Literacy

10. Tuning Protocols

11. Analyzing the Advance evaluation system

• The ESL teacher will attend The Best Practices for English Language Learners Series – Common Core for the Uncommon Learner with Dr. Andrea Honigsfeld, offered by Children First Network 410

• The Mathematics Coach and Data Specialist will attend the monthly Network-wide Inquiry Team Meetings with specific focus on Lesson Study

• The Parent Coordinator will attend monthly Parent Coordinator workshops offered by the Children First Network and the Department Of Education

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
The transition plans used at MS 394 include, but are not limited to the following: • At the end of the Pre K school year, Pre-Kindergarten and Kindergarten teachers meet and draft a welcoming letter to parents to talk about expectations for Kindergarten. This letter also contains a list of supplies, recommended reading material, a prospective trip list and other important information pertaining to the Kindergarten school year. • During the fourth quarter of the school year, Pre-K and Kindergarten teachers and students conduct inter-visitation of classes to enable Pre-Kindergarten students to become comfortable with the Kindergarten teachers and the environment. • At the beginning of the school year, Pre-Kindergarten teachers meet with Kindergarten teachers to continue to discuss end-of-year (for current year) expected fluency's in core subjects. • During the school year, Pre-Kindergarten and Kindergarten teachers use a crosswalk to compare Common Core Learning Standards between grades and share samples of student work. • Teachers of Pre-Kindergarten and Kindergarten receive ongoing professional development provided by our Children First Network, Department Of Education, paid consultants and administrators. • Teachers of Pre-Kindergarten and Kindergarten compare curriculum and standards, share ideas and strategies during common planning sessions. • Pre-Kindergarten teachers meet with all parents and students who are entering Pre-Kindergarten for the upcoming school year. The parents are given a tour of the school by the Parent Coordinator, while the children are allowed to visit the rooms. • A parent questionnaire is provided to collect information from parents about their child. • Pre-Kindergarten teachers offer parent workshops to the incoming parents on the prerequisite skills needed to enter kindergarten. • Pre-Kindergarten teachers share information with parents pertaining to separation anxiety and strategies to use to make the students comfortable.

• All pre-kindergarten students are screened with the ESR-I to determine readiness or the need for early intervention.

• The school psychologist and social worker provide "Turning 5" conferences to parents.

• Student records are made accessible to both the Pre-Kindergarten and Kindergarten teachers.

• The Individual Education Program teacher meets with all incoming special education parents during registration to ensure that services will be provided from the first day of school.

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

teacher.

The school social worker observes the students in the classrooms, discusses observations with parents,

teachers and make recommendations and or referrals to CPSE.

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
School-wide assessments are often provided by the Department Of Education, however, additional assessments are used to determine student performance and measure student growth. Teachers are included in the decision making process regarding the selection and use of additional multiple assessment measures in the following ways: • Groups of teachers analyze components of available assessments and make recommendations for selection to the administrative staff. • Professional development is provided to teachers pertaining to assessment results in the following areas: (a) conducting item skills analyses (b) identifying areas of strengths and weaknesses by student, class and grade, for assessments taken (c) creating plans to address these critical areas of weaknesses during common planning sessions creating lessons with the purpose of re-teaching the areas of weaknesses during classroom time, the Early Intervention Services and Prime Time Learning sessions, and during the Saturday Academy Teachers and administrators collaborate to determine Measures Of Student Learning assessment selection.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. **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 '16 school allocation amounts)	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	**Column B** Section Reference(s)
Title I Part A (Basic)	Federal	448,018.00	X	5A, 5B,5C, 5D, 5E
Title II, Part A	Federal	70,430.00	X	5A, 5B, 5C, 5D
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,601,819.00	X	5A, 5B, 5C, 5D

[1]Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **The Mary McLeod Bethune School-394** with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's

policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **The Mary McLeod Bethune School** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;

- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and

inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

• conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

• provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

• host the required Annual Title I Parent Meeting on or before December 1 st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

• schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

• translate all critical school documents and provide interpretation during meetings and events as needed;

• conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

• holding an annual Title I Parent Curriculum Conference;

• hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

• encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

• supporting or hosting Family Day events;

• establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

• encouraging more parents to become trained school volunteers;

• providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

• developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

• providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

The Mary McLeod Bethune School-394] , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

- using academic learning time efficiently;

- respecting cultural, racial and ethnic differences;

- implementing a curriculum aligned to the Common Core State Learning Standards;

- offering high quality instruction in all content areas;

- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1 st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

• ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

• notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

• arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;

• planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

• creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

• assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

• sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

• supporting parental involvement activities as requested by parents;

• ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

• advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

• monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

• ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

• check and assist my child in completing homework tasks, when necessary;

• read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

• set limits to the amount of time my child watches television or plays video games;

• promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

• encourage my child to follow school rules and regulations and discuss this Compact with my child;

• volunteer in my child's school or assist from my home as time permits;

• participate, as appropriate, in the decisions relating to my child's education;

• communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

• respond to surveys, feedback forms and notices when requested;

• become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

• participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;

• take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

• share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

• attend school regularly and arrive on time;

• complete my homework and submit all assignments on time;

• follow the school rules and be responsible for my actions;

• show respect for myself, other people and property;

• try to resolve disagreements or conflicts peacefully;

• always try my best to learn.

Department of Education
Carmen Fariña, Chancellor

Department of English Language Learners and Student Support
Milady Baez, Senior Executive Director
52 Chambers Street, Room 209
New York, New York 10007
Phone: 212-374-6072
http://schools.nyc.gov/Academics/ELL/default.htm

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

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

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

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

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

Part A: School Information	
Name of School: Mary McLeod Bethune Academy	DBN: 17K394
This school is (check one):	☒ conceptually consolidated (skip part E below) ☐ 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): ☐ Before school ☒ After school ☐ Saturday academy
Total # of ELLs to be served: 22 Grades to be served by this program (check all that apply): ☐ K ☐ 1 ☐ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

RATIONALE:

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

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

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

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

DESCRIPTION OF PROGRAM:

According to research, English Language Learners struggle with content area reading comprehension due to text and structure complexity (Hinde, Osborne-Popp, Silva & Dorn, 2011). In addition, students' life experiences may not be adequate in order to scaffold instruction in content areas, specifically in social studies (Hinde, Osborne-Popp, Silva & Dorn, 2011).

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

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

In addition, teachers will utilize 'Passages Workbook' from Sundance in order to incorporate practice in reading/comprehension of grade level science material. Because both geography and science

Part B: Direct Instruction Supplemental Program Information

utilize mathematics as a tool of expression we will also utilize 'NY State MAP Plus' across all testing grades (3-8) in order to strengthen and sharpen needed skills.

SUBGROUPS AND GRADE LEVELS TO BE SERVED:

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

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

We will also service six newly transitioned English Language Learners as follows: one in grade 5, three in grade 6 and two in grade 7.

SCHEDULE AND DURATION:

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

LANGUAGE OF INSTRUCTION:

The program's language of instruction is English.

NUMBER AND TYPES OF CERTIFIED TEACHERS:

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

TYPES OF MATERIALS:

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

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

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

Part C: Professional Development

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

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

Begin description here:

RATIONALE:

Part C: Professional Development

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

TEACHERS TO RECEIVE TRAINING:

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

We will review articles such as:

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

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

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

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

TOPICS TO BE COVERED/NAME OF THE PROVIDER:

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

Part D: Parental Engagement Activities

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

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

Begin description here: _____

RATIONALE:

In order to include the parents of our English Language Learners in the content of the Title III program, parents will engage in activities that will inform them of how the ESL program design is conducted at M.S. 394 and how to utilize the public transportation system in order to access different

Part D: Parental Engagement Activities
areas of Brooklyn and the surrounding city. Doing so will widen parental experience with various strategies that will guide them through how to help their youngsters at home, assessment instruments used, how to access score reports and results and the exposure to various cultures, foods, languages and geography of New York City. Several 'Treasure Hunt' activities will be planned so that parents have a particular focus while on their adventure with their children. Bilingual language sheets with text and pictures and translations will be provided for assistance, along with subway maps and direct instructions how to access transit lines for going to trips and returning home safely. SCHEDULE AND DURATION/TOPICS TO BE COVERED: January 2015 Workshop: Understanding the NYSITELL/NYSESLAT Simmons-Roslak ESL Teacher February 2015 Workshop: Differentiating Literacy Instruction Ms. Scott - Literacy Coach March 2015 Workshop: Websites that Support Student Success Ms. Hall- Parent Coordinator April 2015 Workshop: Preparing for Standardized Testing Ms. Shaw-Pieters-Principal HOW PARENTS WILL BE NOTIFIED OF THESE ACTIVITIES: Letters, fliers, announcements at Parent Meetings - all in translated versions and conversations with staff members who speak the language of the parent/family. Ms. Hall, the Parent Coordinator will assist in buddying the ELL parents which will provide a medium for communication for all. A parent information center will be set up in the Parent Coordinator's office for generally useful information and requested information. This information will be provided in English and in the language of the home. In addition, our parent bulletin board located on the frist floor, will hot current and helpful information for parents of our English Language Learners. We will utilize the resource of the DOE Translation Services.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $_____		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem	_____	_____
Purchased services • High quality staff and curriculum development contracts.	_____	_____
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $_____		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 17	Borough Brooklyn	School Number 394
School Name MS 394 Mary McLeod Bethune Academy		

B. Language Allocation Policy Team Composition

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

Principal Guendalina Shaw-Pieters	Assistant Principal Sandra I. Bent
Coach Zenobia Fypher - Math	Coach D. Scott - Literacy
ENL (English as a New Language)/Bilingual Teacher Deborah Simmons-Roslak	School Counselor Rosa Dobbs
Teacher/Subject Area Jennifer Marshall - Spanish	Parent Ivette Hagins - President PTA
Teacher/Subject Area David Jack - Science	Parent Coordinator Jacqueline Hall
Related-Service Provider Afiya Callender - SETTS	Borough Field Support Center Staff Member Jo Ann Benoit
Superintendent Clarence Ellis	Other (Name and Title) Nancy Cayemitte - Speech

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	527	Total number of ELLs	24	ELLs as share of total student population (%)	0.00%

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) 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 (TBE)	Yes☐	No☒	If yes, indicate language(s):
Dual language program (DL)	Yes☐	No☒	If yes, indicate language(s):
Freestanding ENL	Yes☒	No☐	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	**Newcomers** (ELLs receiving service 0-3 years)	18	**ELL Students with Disabilities**	2
SIFE	0	**Developing ELLs** (ELLs receiving service 4-6 years)	5	**Long-Term** (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
DL										0
ENL	18	0	2	5	0	0	1	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: ___

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		3	1		3	4		1	1					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	2		2				1		2					0
Haitian				1					1					0
French					1		1							0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part III: Assessment Analysis

Assessment Breakdown

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

Overall NYSESLAT* Proficiency Results (*NYSITELL for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	2	1	1		1	1			1					0
Emerging (Low Intermediate)					2	1			1					0
Transitioning (High Intermediate)					1				1					0
Expanding (Advanced)		1		1		1	2	1	1					0
Commanding (Proficient)		1	2						1					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Former ELLs Based on Revised Exiting Criteria Grades 3-8: Expanding on NYSESLAT and Test at Level 3 or 4 on the ELA Grades 9-12: Expanding on the NYSESLAT and Test 65 or higher on the English Regents														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

Former ELLs that Tested Out within Previous Two Years and Continue to Remain Entitled to English as a New Language														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		3					3	1						0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4				0
4	1	1			0
5	1				0
6	1				0
7	1				0
8	4				0
NYSAA					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	HL	English	HL	English	HL	English	HL	
3	4								0
4	2								0
5	1				1				0
6	1								0
7	1								0
8	4								0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	2		1						0
8	2		2						0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

   Early literacy skills for ELL's are assessed utilizing CORE (Consortium for Reading Excellence), Scholastic, Slosson Oral Reading Test, DIBELS, DRP and MSQI. Insights from early screening and assessment reflect the skill level obtained from either NYSITELL or NYSESLAT assessments. Those students earning a desigtnation of beginner are also at the beginning in early literacy skills. Students are supported with computer programs which assist in gaining early literacy skills as well as, listening centers and leveled/phonological readers. Literacy lessons and activities are planned within a UDL framwork in order to assist students to gain access to content material. Data from NYSESLAT '15, NYSITELL as well as data from the ELA exam indicates an overall need for explicit instruction in vocabulary and reading comprehension skills. Both expanded vocabulary and reading comprehension strategies would support the higher order thinking requirement for the common core curriculum. MS 394's instructional plan addresses this need for the ELL population through additional small group instruction, teacher team coplanning and frequent progress monitoring to assure student progress.
2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

   NYSESLAT and NYSITELL student data is reported across the four modalities of listening, speaking, reading and writing. Individual student scale scores for NYSESLAT is reported for each tested modality. In addition, individual scale scores are compared to a state average scale score.The data pattern across proficiency levels of NYSITELL and NYSESLAT reveal the need for the development of academic languge in conjunction with higher order thinking skills. Student data from NYSESLAT reflects a need for explicit instruction in the organization and mechanics of writing in order for students to be able to write about literary and informational texts and topics. In addition, explicit instruction in academic vocabulary and reading comprehension strategies would support student writing.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)

   Through the analysis of assessment data, reading and writing scores have not made the same progress that listening and speaking have. While English Language Learners have reached benchmarks, AMAO reveals that all students who are newcomers made the most growth. Patterns across NYSESLAT modalities will assist in the development of targeted strategies in order to support the acquisition of academic language in terms of expanded vocabulary and writing proficiency. Annual Measurable Achievement

Objectives are utilized to target learning and language acquisition deficits. NYSESLAT 2015 results have yet to be released however, on-going progress monitoring as well as, standardized baseline interim assessments will be utilized to determine the needs of this population.

4. For each program, answer the following:
    a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

a. Patterns across proficiencies and grades reflects a need for academic language acquisition. In addition, students need further practice in listening and writing skills. The free standing ESL program utilizes bilingual dictionaries, glossaries and bilingual/native language non-fiction material to support content area learning. In addition, classroom libraries include bilingual and native language books. The school library houses reference materials in the languages spoken by the students of the school. Students participate in the buddy system. Students are partnered with a student who is fluent in the same native language, assisting to bridge the gap of communication. Ell's who have tests available to them in both English and in their home language fare better, due to clarification of what is being asked through the student's native language. Students in upper grades who do not have access to native language assessments have more difficulty in making solid progress.

b. Analysis of English language learners' needs as reflected by data serves as a guide for classroom teachers of ELL's and the ESL teacher. Driving the differentiation of instruction, the data provides insight into targeted needs of our ELL's. ELA and other content area lessons are developed utilizing universal design to further strengthen skills across all four modalities. Analysis of English Language Learner's data by school leadership and teacher teams, guides differentiation of instruction. Skill deficits as reflected by the data are targeted for remediation/intervention.

c. Standardized periodic assessments reveal that our English language learners perform below grade standard. Native language is not utilized for instruction.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide*, Support Services for ELLs (RTI and AIS) section and *RtI Guide for Teachers of ELLs*.]

Ongoing progress monitoring by the RTI team as well as classroom assessment data isutilized to guide instruction within an RTI framework. Students are given targeted instruction in order to address areas of deficit. The RTI framework consists of I. A strong Tier 1 core program, 2. Small group for Tier 2 intervention and individualized instruction for Tier 3. Students are screened and progress monitored utilizing Scholastic and CORE (Consortium for Reading Excellence). Students who are in lowest I/3 of the class receive small group instruction targeted to individual needs. Students receive additional instruction in areas of weakness during one period three times per week . SETTS is provided for students deemed at risk.

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

English Language Learners ae instructed in the four language modalities (speaking, listening, reading and writing) across academic content areas. Utilizing a balanced literacy approach which includes guided reading, shared reading, read alouds, guided writing, shared writing, grammatical structures and conventions. This is accomplished while utilizing cross-curricular material such as wordgeneration and breaking English news. In addition, content is represented according to universal design, ie: graphic organizers, visual aids, leveled text in order to support student access to content material. A student's second language development is considered in instructional decisions in the following manner:

1. According to language acquisition level (beginner/entering, low intermediate/emerging, intermediate/transitioning, advanced/expanding and proficient/commanding, students are given their mandated minutes for instruction within a small , heterogenous group.

7. For dual language programs, answer the following:
    a. How are the English-proficient students (EPs) assessed in the target language?
    b. What is the level of language proficiency in the target language for EPs?
    c. How are EPs performing on State and other assessments?

There is no dual language program in this school.

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

The success of the ELL programs will be evaluated through various instruments including: NYSESLAT, Scholastic, CORE (Consortium for Rreading Excellence), NYC Performance Assessment, New York State ELA and Math (Grades 3-8), state science test, state social studies test, teacher evaluation and progress monitoring.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide*, ELL Identification section.

   All students are identified upon enrollment through the completion of the Home Language Identification Survey form by parents and screened by the ESL teacher for eligibility. Home language survey forms are distributed in all appropriate languages to ensure the family understands the information presented. Staff members who have language translation ability are on hand for formal and informal oral interviews in English and natie language when possible. The translation and interpretation unit is available by telephone to assist if needed. Once the native language is determined the eELL student entering the NYC system for the first time is assessed using the NYSITELL by the ESL teacher. The NYSITELL is scored by the ESL teacher and the child is deemed an entering, emerging, transitioning, expanding or commanding level English language learner. Spanish speaking students are assessed with the Spanish LAB to ascertain native language ability. Parents/guardians are invited to an orientation meeting whereby they are presented with program information in their native language. Parents/guardians select a program and the student is appropriately placed. Students deemed English language learners are identified, tested and placed into a parent/guardian selected program within the ten day period after registration.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

   There are no SIFE students in MS 394 however, students are screened for continuity of formal education by discussion, interview and the quality, grade level, age level of student work.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide*, ELL Identification section).

   The steps for identification of a newly enrolled student with an IEP is as follows: 1. Home language on home language identification form indicartes a language other than English. 2. The Language Proficiency Team (LPT) is formed and reviews evidence of the student's English language development. 3. The Language Proficiency Team recommends whether or not student is eligible to take the NYSITELL. 4. If student takes the NYSTELL than ELL identification process continues as with all students. %. If Language Proficiency Team determines that the student is not eligible for the NYSITELL, such recommendation is sent to the principal, whereby the principal determines eligibility of the student for NYSITELL. If student is deemed eligible than ELL identification process continues. If student is not deemed eligible that determination is sent to the superintendent for review. Parent/guardian is notified within three days of the decision. If superintendent determines the student is ineligible for NYSITELL, ELL identification process terminates. IF superintendent determines that the student is eligible for NYSITELL, ELL identification process continues.

   Members of the Language Proficiency Team (LPT) include: N. Cayemitte - Speech Pathologist, A. Callender - SETTS Teacher, D. Simmons-Roslak - ENL Teacher and Ms. S. Bent - Assistant Principal. Also a member of a student's team are her/his parent/guardian.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

   After NYSITELL is scanned and score is determined, parent's/guardian of students are given an entitlement/non-entitlement notification letter all within a five school day period. A list of students receiving entitlement/nonentitlement parent notfications are kept along with the date that the notification was sent.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide*, Re-Identification of ELL Status section).

   Upon written receipt from student's parent/guardian, or teacher a student who has undergone ELL identification may go through the ELL re-identification process, which allows schools, parents and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment onlyh) that the ELL identification process be administered a second time.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

   After testing and gathering results, parents are notified of testing results and invited to a parent orientation meeting whereby they are shown the prescribed video which explains the available choices for the parents of the new ELL. Parents are given information in their home language for clarity. Parents/guardians are then free to make a decision regarding program placement that best suits the needs of their child and complete the paperwork involved (Appendix D). Parents are also informed about the annual evaluation for English language learners (NYSESLAT). All information for parents is provided with the use of translated material and media in the native language of the family. Parents/guardians who choose a Transitional Bilingual program are notified of the availability of the program. Should parents choose to stay in this school, parents are notified should fifteen students across two contiguous grades speak the same native language and a bilingual program can be formed.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
   Parent Surveys and program selection forms are sent home in a timely manner. When parent surveys and program selection forms are not returned, subsequent copies are sent home. Classroom teachers assist by speaking with parents, reminding them, or sometimes by having parents fill out forms when dropping off/picking up their children. Bilingual staff is on hand to assist with this task.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
   Parent survey and selection forms that have not been completed and returned, receive subsequent copies of same and follow up notices in their native languages. These forms are sent home via backpack. For those students whose parent/guardian pick them up at the end of the day, classroom teachers are ready to assist them with the forms. After all attempts fail, survey form is marked bilingual default.
9. Describe how your school ensures that placement parent notification letters are distributed.
   After assessment is completed, parental notification forms are sent home both in English and parental native language within a ten day period of time. Parental notification is sent home via backpack.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
    All English language learner documentation such as HLIS, non-entitlement and entitlement letters are held in individual student cummulative files. Non-entitlement/entitlement/transition lists are kept of those parents who were given such notification and the date it was sent.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
    ATS reports such as RLAT,RHSP, LBR and RLER are accessed in order to guarantee that every student who is qualified for NYSESLAT testing is known and tested. Speaking is administered individually with careful records kept. Listening, reading and writing are given according to grade band and in small groups in order to maximize student performance. Should a student be absent for a test session she/he is given the missing portion of the test upon return to school. All English language learners are accounted for during and upon completion of the NYSESLAT by the ENL teacher. In addition, the Testing Coordinator double checks all booklets, answer documents and material against a student roster.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
    Entitlement/Transition letters and Parent Survey and Program Selection forms in the home language of the family are distributed via the backpack of the entitled/transitioning student. These forms are handed to the teacher who places them in the folder of the child. The child places the folder into her/his backpack before the ENL teacher leaves the classroom.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
    After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices is over 99% with parents requesting the ENL program. Parents generally are encouraging their chldren to learn English in order to assimilate as quickly as possible. Program models offered are aligned with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program.
   1. The students are placed in age/grade appropriate educational settings giving consideration to all placement criteria. Students who need standalone ENL service receive standard based literacy instruction (ELA) to support English language growth across all modalities. Students who have acquired further proficiency receive an integrated model of delivery whereby language growth is supported through core content areas such as science, social studies and mathematics.
   b. TBE program. *If applicable.*
   N/A
   c. DL program. *If applicable.*
   N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Based upon students' NYSITELL or NYSESLAT scores and in accordance with CR Part 154.1/154.2, students at the entering level of language acquisition receive 180 minutes weekly of standalone ENL and 180 minutes of integrated ENL/ELA for a total of 360 minutes weekly. Students at the emerging level receive 90 minutes weekly of standalone ENL, 180 minutes weekly of integrated ENL/ELA and 90 minutes weekly of ELA and core content instruction for a total of 360 minutes. Students at the transitioning phase of development receive 90 minutes of integrated ENL/ELA and 90 minutesintegrated ENL coupled with core content instruction to build academic vocabulary. Students at the expanding level receive 180 minutes weekly of integrated ENL/ELA instruction utilizing core content. Students at the commanding phase of development receive 90 minutes of integrated ENL/ELA instruction utilizing core content to support academic growth. Students native language is supported through use of web based programs, glossaries and dictionaries.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The English language is utilized in the classroom across all content areas. Grade level content area instruction is supported in the ENL classroom. The use of graphic organizers, sheltered language, check lists, peer review, web based programs and front loaded explicit instruction assist in scaffolding the student learning experience in order to foster language development generally and academic language specifically. Content area vocabulary is chunked within context. Formative and summative assessments of academic language in specific content areas either highlights a need for further instruction, or assures that the student has mastered the vocabulary. Prereading and discussion of academic language needed for content areas assists students in accessing grade level material and complex informational texts. Additionally explicit instruction in the conventions of Standard English as used in writing and reading prepares students for further academic demands. The above is in alignment with the college and career readiness anchor standards for language (CCRASL).

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

Although ELL's do not participate in on-going assessment or progress monitoring of their respective native languages, new admits who are Spanish speakers are administered the Spanish LAB in order to assess their native language literacy skills.

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

English language learners are evaluated across all four modalities with on-going progress monitoring including non-fictional leveled reading with comprehension questions, and reader's theatre which addresses speaking, listening, reading and writing. Guided writing, group writing and timed writing probes reveal progress or target those areas which need further intervention. In addition, standardized interim assessments target areas for further development.

6. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status
   a. When learning gaps of two years or more in a student's ability to perform successfully are identified by teaching staff we take the following steps to ensure that there is intervention for that student as follows:
      - Intensive English language instruction teaching social and academic language in small group settings.
      - Intensive literacy development
      - Access to web based programs that building working vocabulary
      - Newcomer support within the school aimed at building an academic foundation for students
      - Modified scheduling

- Providing additional ENL techniques to attending staff
- Collaboration between ENL and classroom teachers
- Integrated cultural activities and programs giving students a spotlight to share
- Recognition of student's native language and culture

b. The instructional plan for those English language learners who are consiered newcomers is as follows:

- Intensive english language development instruction teaching social and academic language in small group settings
- ELA and content instruction/support
- Title III after-school program
- Individual tutoring
- Language development (phonological/phonemic support and activities)
- Cooperative learning

c. Both ENL and classroom teachers utilize a balanced literacy program which consists of:

- shared reading
- guided reading
- literacy centers
- literature circles
- writer's workshop
- interactive read aloud
- vocabulary word study
- cooperative learning
- Title III after school program
- Integrated cultural activities

d. English language learners who have completed 6+ years will consistantly receive their mandated minutes according to English acquisition level. During this time, standard english is explicitly taught across curriculum content areas. Literacy instruction is infused in all content areas such as ELA, social studies, science and mathematics.

e. Former English language learners in years one and two after assessing at the commanding level still benefit from extended time on high stakes assessments. In addition, students receive 90 minutes weekly of ENL/ELA (or other core content area) instruction.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide*, Re-Identification of ELL Status section.

To ensure that student's academic progress has not been adversely affected by the re-identification process the principal, will review the Re-identification Process decision. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she will consult with the superintendent or his/her designee. Final decision notification will be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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?

The instruction strategies and grade level materials used by teachers of ELL-SWDs which provides access to academic content areas and accelerates language development are: classroom libraries which support the four modalities of language acquisition. Books on tape, leveled readers and culturally orientated material are utilized to bridge and support English acquisition. The UDL (universal design) framework allows students to access core curriculum and literacy instruction. The ENL teacher will use a variety of texts and resources to enhance language acquisition in keeping with the CCSS and the DOE initiative to design a rigorous and coherent curriculum with literacy and math tasks for all students and with specific instructional expectations to build on inquiry work to prepare students to be college and career ready. Utilizing differentiation of instruction, grade level material for content areas is presented through various modes of media, ie. smartboards, educational websites and films.

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

Curricular, instructional and scheduling flexibility enable ELL-SWDs to achieve their IEP goals within the least restrictive environment through collaboration of all staff involved. Collaboration of teachers utilizing a UDL framework ensures that ELL-SWDs are given every opportunity to access core content material through various physical modalities. Least restrictive environment is ensured by scheduling lessons in various other environments ie. computer lab, library and auditorium.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	***2 units*** *of study* ***per week*** *(360 min.)*	***2 units*** *of study* ***per week*** *(360 min.)*	***1 unit*** *of study* ***per week*** *(180 min.)*	***1 unit*** *of study* ***per week*** *(180 min.)*	*Former ELLs must continue to receive services for an additional* ***two years***
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL ***or*** INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL ***or*** INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA ***or*** Content Area, ***or*** other approved services*
	360 minutes per week	*360 minutes per week*	*180 minutes per week*	*180 minutes per week*	
STAFFING/ PERSONNEL	**STAND-ALONE ENL** K-12 Certified ESOL teacher		**INTEGRATED ENL – 1 DUALLY CERTIFIED TEACHER** ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications **INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)** A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher *(ELA, Math, Science, or Social Studies)*		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

Chart

**Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress.*
Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.

NYSED.gov

*Note "*other approved services*" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	*3 units of study per week (540 min.)*	*2 units of study per week (360 min.)*	*1 unit of study per week (180 min.)*	*1 unit of study per week (180 min.)*	*Former ELLs must continue to receive services for an additional two years*
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction *or* INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL *or* INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL *or* INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, *or* other approved services*
TOTAL	*540 minutes per week*	*360 minutes per week*	*180 minutes per week*	*180 minutes per week*	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALLY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress.*
Core Content Area shall mean ELA, Math, Science, and Social Studies.

NYSED.gov

*Note: "*other approved services*" does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.

Home Language Usage/Support	Transitional Bilingual Education (TBE)				
100%					
75%					
50%					
25%					
	Dual Language				
100%					
75%					
50%					
25%					
	Freestanding ENL				
100%					
75%					
50%					
25%					
TIME	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING

A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
    Wilson is utilized for targeted students whose progress needs additional support. Stars is utilized as a screening assessment, which also includes a progress monitoring piece as well as, targeted intervention tools. DIBELS is also available for ongoing progress monitoring. For specific targeted areas CORE (Consortium on Reading Excellence) assessments will be utilized. Go Math and Ready Gen are utilized for math and ELA core content. GoMath includes an intensive intervention component providing diagnostic practice for needed prerequisite skills (following an RTI model). ReadyGen also includes a remediation/intervention component and addresses the difficulties that English language learners often face when acquiring a second language. In Social Studies and Science, theme-based materials are used giving students real time experience with hands-on activities. Students are also exposed to Study Island, IXL and Skoolbo and are able to utilize the programs in either school or home environment. Specific ELL's are targeted when performance falls within the lowest one-third of the population and given additional small group instruction in the deficit area.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
    Due to the individualized nature of progress monitoring, difficulties are quickly targeted and students are given the opportunity to work on those areas of language acquisition which presents as a barrier to progress. In a small group setting during ENL periods, students participate in grade level core curriculum, (ie. ELA, social studies & science) which supports the student within the classroom environment.
12. What new programs or improvements will be considered for the upcoming school year?
    A new 5 year partnership with Lincoln Center will provide students with exposure to the arts in various forms. In addition, a grant for a new dance program will allow students exploration of various multi-cultural dance movements and music.
13. What programs/services for ELLs will be discontinued and why?
    No present programs or service for ELLs are scheduled to be discontinued during the 2015-16 academic year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    Students are given access to all programs, services and extra-curricular activities. The general education staff is given appropriate support and professional development to assist ELL students effectively. A math club, ELA club, exercise club and various social clubs are offered. Invitations are extended to all students including English language learners who participate in the math club, exercise club and social clubs some of which are taught by bilingual staff. English language learners whose scores fall within the bottom third are especially encouraged to join. Clubs which are led by bilingual staff not only supports the English language learner in acquiring academic skills in the English language, but supports the English language learner's native language as well.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
    English language learners are supported through the use of regular computer usage, use of computer lab, smartboards and media. Classrooms contain books on tape, leveled readers and culturally oriented materials to accelerate the learning process. The ENL teacher uses a variety of texts and web based resources to enhance social and academic language acquisition. Instructional materials as well as, instruction, supports all modalities of language acqusition.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
    Home language support is delivered through cultural exchange and demonstration. Additionally, native languages are supported through bilingual books in class library and when text to speech is utilized in guided reading native language can be accessed to strengthen comprehension of text.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
    Upon enrollment, English language learners are placed in grade appropriate classsrooms according to their age. Reuired services and resources support English language learners due to their correlation with required grade level content material.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
    Registration closes upon the last day of the school year. Registration resumes upon the first day of school in September. Upon registration, the newly enrolled English language learner is tested and placed in an age/grade appropriate classroom. A peer buddy is sought in order to assist the new student with becoming acclimated to the culture and guidelines of the school. The peer buddy is someone who is either on grade level, or close to grade level of the newly enrolled student. The procedure remains the same throughout the school year should new ELLs enroll.
19. What language electives are offered to ELLs?
    The language elective offered to ELLs and native speakers in grades 5-8 is Spanish as a foreign language.
20. For schools with dual language programs:

a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
b. In which language(s) is each core content area taught?
c. How is each language separated for instruction?
d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

There are no dual language programs in this school.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

1. The professional development for teachers of ELL's and classroom teachers of ELL's is as follows:
- Professional development provided to staff by administrators, instructional specialists and specialist in ENL strategies and standards.
- Training on components of a balanced literacy program using the workshop model.
- Application of the workshop model with ENL and ELA scaffolding instruction
- Methods of assessing content area learning and language development.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

2. Professional development for teachers of ELLs in order to support ELLs engaged in the common core learning standards are offered through the Department of English Language Learner .

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The ENL teacher and classroom teachers monitor progress of ELL students and provide academic support necessary to help students better transition from elementary into middle and/or middle into high school. In addition, the guidance counselor regularly schedules meetings with students who are in transition in order to provide information as well as, emotional support.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide*, Professional Development section.

ENL Teacher professional development requirements as per CR Part 154.2 will be fulfilled through the Office of English Language Learners professional development opportunities. 50% of total professional development hours for ENL Teacher will be ELL specific. In addition, 15% of total professional development hours for all teachers will be ELL specific and fulfilled through lunch & learn, weekly PD periods and through the Office of English Language Learners as appropriate. Records for professional development activities will be kept through accumulating agendas and attendance sheets.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

   Time is built into the weekly schedule (one day per week) for parents of ELLs and teachers of ELLs to discuss individual student goals, language development progress, assessment results and concerns. Parents are welcomed to reach out to classroom and/or ENL teacher for feedback. Should interpretation and translation be needed, bilingual staff is available for interpretation. In addition the Translation and Interpretation Unit is available for interpretation services via telephone.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to *ELL Policy Reference Guide*, Parent Selection and Program Placement section.

   A parent/teacher communication form is filled out by both teacher and parent. Communication form includes parental concerns, teacher concerns, individual goals, date of meeting and signatures of all involved. Parent/teacher communication form is copied and a copy kept in a binder. The original is given to the parent/guardian.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

   Our Parent Coordinator is in constant communication with all parents. Through outreach and feedback the Parent Coordinator schedules workshops specifically designed for families of English Language Learners. Workshops include but are not limited to: health issues, fair housing, tenant's rights, conflict resolution and domestic violence. Additionally, the Parent Coordinator organizes workshops regarding nutrition courses, technology, parenting classes, updated materials focused on the various school curricula and articulation to middle school. Parents of ELL students receive school related materials in English and in the native language of the family.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

   MS 394 is proud to partner with the following organizations: Lincoln Center 'Arts in the Middle', Learning Leaders, Caribbean Women, Cornell University Extension, The Fire Department and CPR Unit. Through and with the above organizations, workshops are developed that fill the expressed need of the families in the school.

5. How do you evaluate the needs of the parents?

   The needs of the parents are initially ascertained utilizing a parent survey. Throughout the academic year, parents are asked for input as to interests and family needs that can be addressed through the Parent Coordinator's office. As needs and interests change, so does workshops and trainings. In addition, the ENL teacher sends a parent survey home via backpack asking parental feedback regarding needs and wants.

6. How do your parental involvement activities address the needs of the parents?

   Parental involvement activities address the needs of the parents in several ways. Some ways are through attendance at parent conferences, workshops, PTA meetings and discussions. Parents are volunteers in the classroom and in the lunchroom during various times. Through partnership with the school and adult learners of the school, parental involvement activities benefit familes and individual students. During workshops, conferences and PTA meetings bilingual teachers and staff are readily available to meet the translation/interpretation needs of any parents/guardians. In addition, the Translation and Interpretation Unit within the Department of Education is utilized to translate written information for parents, and/or interpret for parents in relevant native languages.

D. Additional Information

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

Paste response here:

School Name: _		**School DBN:** _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 17K394 School Name: 394
Superintendent: Mr. C. Ellis

Before you begin, please check the following:

☒ **Principal has designated a Language Access Coordinator (LAC) in Galaxy**
☒ **The LAC has attended an in-person or online training (**www.learndoe.org/tiu/lac**) by the Translation and Interpretation Unit**
☒ **The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education (Chancellor's Regulation A-663).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

During the first month of school, the Home Language Identification Survey (HLIS), is distributed to the families of all new students. As the Home Language Identification survey is completed, potential English language learners are identified. Further, ATS reports supply student background information on those transferring from one school to another such as testing histories, home language and parental/guardian contact. Through the Home Language Identification Survey (HLIS) and ATS home language and language of preference for communication purposes are ascertained. In the case of a new admit, both parent coordinator and ESL teacher interview the parents/guardians of the student and ascertain translation/interpretive needs. In addition, the guidance counselor and other related school services contribute information regarding parent/student needs.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

According the Home Language Survey (HLIS) , the number of parents/guardians requesting communication in native language is small however, of that small number the requested communication preferences are Spanish,Chinese and Arabic.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Early in the school year the annual school handbook is distributed. The monthly calendar, parent-teacher conference announcements and letters/announcements from school leadership all need to be translated according to parent preference. In order for parents to receive translated copies in a timely manner, the Translation & Interpretation Unit will be given a two week lead time for the purpose of translating these documents.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Oral interpretation services are available for P.T.A. meetings, parent-teacher conferences, open school nights, school-wide events and telephone calls utilizing bilingual staff. If these services are not sufficient, the Translation Unit of the DOE will be contacted for assistance. Anticipated informal interactions, such as attendance teacher communication or guidance counselor calls to parents will utilize bilingual staff, or if insuffcient the Translation Unit of the DOE.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

In order to meet the identified translation needs of parents/guardians, school generated documents will be translated either by in house bilingual staff, or sent to the Translation & Interpretation Unit with sufficient leadtime (two weeks) in order for parents/guardians to receive written information in a timely manner.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

The identified interpretation needs of our school will be met by utilizing in-house bilingual staff as well as the Translation and Interpretation Unit for both over the phone communications, face to face formal and informal communications and written communication generated by school leadership.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

During Monday PD, all staff members will become familiar with translation services and over-the-phone interpretation service in addition to the T & I Brochure, Language ID Guide, Language Palm Card etc. Staff will have access to the telephone number for over the phone interpretation as well as, procedural information for access.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations

Checklist of Notification Requirements

☒ Welcome Poster
☒ Parents' Bill of Rights
☒ Parents' Guide to Language Access
☒ Language ID Guide at security desk and main office

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parental feedback on the quality and availability of services will be gathered via the yearly parent survey. In addition, parents will be encouraged to give feedback during the school year during PTA meetings and through the office of the Parent Coordinator.