



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

06M328

School Name:

M.S. 328 - MANHATTAN MIDDLE SCHOOL FOR SCIENTIFIC INQUIRY

Principal:

OLGA QUILES

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: The Manhattan Middle School for Scientific Inquiry School Number (DBN): 06M328
Grades Served: 6-8
School Address: 401 West 164th Street, New York, NY 10032
Phone Number: (917) 521-2508 Fax: (917) 521- 7797
School Contact Person: Blaise Russo Email Address: BRusso2@schools.nyc.gov
Principal: Ms. Olga Quiles
UFT Chapter Leader: Chevelle McKeever
Parents' Association President: Marilyn DiLone
SLT Chairperson: Chevelle Mckeever
Title I Parent Representative (or Parent Advisory Council Chairperson): Gloria Caban
Student Representative(s): Cesar Alvarez
Nadia Igbara

District Information

District: 6 Superintendent: Manuel Ramirez
Superintendent's Office Address: 4360 Broadway New York, NY 10033
Superintendent's Email Address: Mramire4@schools.nyc.gov
Phone Number: 917) 521-3757 Fax: (917) 521-3797

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 Seventh Avenue, 8th Floor, New York, NY 10001

YChu@schools.nyc.gov

Director's Email Address:

(646) 470-0721

(917) 339-1765

Phone Number:

Fax:

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and 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)
Olga Quiles	*Principal or Designee	
Chevelle McKeever	*UFT Chapter Leader or Designee	
Jasmine Dones	*PA/PTA President or Designated Co-President	
Diana Cabanillas	DC 37 Representative (staff), if applicable	
Gloria Caban	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Josselyn Gualpa	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Benjamin Iriarte	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Soledad Hiciano	CBO Representative, if applicable	
Ivy Jenkins	Parent/ Secretary	
Moises Caban	Parent	
Oscar Guilamo	Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Susana Ramirez	Teacher	
Carmen Robles	Parent	
	Member/	

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

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

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.

Accountability Tools 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 informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. 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.

At M.S. 328 we strive to achieve our mission of creating a dynamic environment where students are empowered to advocate for their academic needs, actively engage in the educational process and prepare students to improve, create, and sustain our world. It is our vision that our graduates will think independently and critically, have the skills to work collaboratively, will understand their personal learning needs, and clear understanding of options available to them in a multi-literate and culturally diverse world.

In an effort to communicate high expectations to all of the school's stakeholders in our children's learning, at MS 328, we engage in the many partnerships and initiatives:

At M.S. 328 we believe that student achievement is at the core of everything we do. We are committed to the success of our students. In order for students to succeed, we must provide support to our teachers, staff, and community. We have established an instructional focus for the 2015-2016 school year, which is to increase student engagement with a specific focus around learning tasks that allow for students to think critically and have a productive struggle. Our staff has collaborated, in order to analyze our student data and assess where we are as school community. The data will drive instruction and impact student achievement. Our staff is provided with professional development cycles in which each cycle is targeted toward specific areas such as:

What is data-driven instruction?

Engaging Students in Learning

Improving Teacher Pedagogy

Closing the achievement gap

Interpreting and analyzing The Danielson Framework

Administration will continue to use the Danielson Framework in frequent cycles of observation to inform classroom practices, norm teachers' interpretation and understanding of effective and highly effective teachers. Administrators schedule observations and feedback is provided both verbally and written reports with next steps to be monitored in subsequent observations. The intended outcomes are teacher growth and improved student achievement.

At M.S. 328 we have also established partnerships with families to communicate clearly and consistently high expectations. All grades have received Planners, which are an organizational tool containing guidelines for students to record and outline academic expectations and responsibilities for class and course work. This planner also enables our families to view the work assignments recorded by their children. A Family Handbook is also distributed to our families in both Spanish and English outlining school rules, school mission, and grading policy. The staff at M.S. 328 wants to ensure that we stay in constant communication with our stakeholders. Teachers and members of the School Based Support Team reach out to parents via phone calls, emails, and meetings to ensure that lines of communication are open to support student progress. Our automated telephone system also communicates information to our families. Our Parent Association also schedules monthly PA meetings during the day and evening to accommodate scheduling needs of our parents. For the 2015-2016 school year, M.S. 328 is developing a website that will provide school information about school community services, programs and initiatives, and organization contact information. Progress

reports and report cards are given out a total of four times throughout the school year to alert parents of students' progress.

We have a 90% ELL population. We have implemented many partnerships and initiatives to meet the needs of our diverse students. We understand that student achievement is the core of everything we do at M.S. 328, so we have partnered with the following organizations to help support the academic and social/emotional growth of our students.

The **Sound Reading Model** is based on print-to-speech processing. This approach to literacy development focused on the underlying speech, listening and language skills that support the complex process we call reading. Sound Reading teaches reading as a language process. It is not a series of instruction pieces that often focuses on printed content, but rather the instruction focuses on developing the spoken language processes that proficient students possess. Already well established in speech and language therapy, the components of phoneme and word awareness, sound discrimination, flexibility and speech code perception are important elements of print-to-speech instruction.

The **Mouse Squad** program empowers youth to become the technology and digital media experts in their schools and communities. At Mouse Squad, young people don't just play, use, and consume technology; they take essential first steps as fixers, designers, and makers, learning to experiment, build from failure, and iterate ideas.

The **Urban Arts Partnerships** program advances the intellectual, social, and artistic development of under-served public school students through arts-integrated education programs to close the achievement gap.

The **CHAMPS Middle School Sport and Fitness League** is an initiative of the New York City Department of Education that promotes physical activity among children going through the critical years of middle school. The name CHAMPS derives from the initials of the five values that define our participants: Cooperative, Healthy, Active, Motivated, and Positive Students. CHAMPS provide schools with middle grades, resources to offer sports and fitness programs outside of school hours. CHAMPS programs are administered in three seasons: fall, winter, and spring- through the Office of School Wellness Programs. At the beginning of the year, all middle schools have the opportunity to apply for fall, winter, and/or spring programs. Principals can choose from a diverse pool of activities- from traditional sports such as basketball and tennis, to non-traditional sports like golf and badminton, to fitness activities like yoga, dance, and track.

The **America Reads** program is a national campaign that was initiated in 1997, which challenges every American to help our children learn to read well and independently by the end of elementary school. Nationwide, there are approximately 1200 colleges and universities participating in the America Read challenge. Building on the success of the America Reads Challenge, **America Counts** was initiated in July 1999 as an effort to improve student achievement in mathematics and assist students in mastering challenging mathematics, including the foundations of algebra and geometry, by the end of the 9th grade. Nationwide, there are approximately 200 colleges and universities participating in America Counts.

The **Mighty Milers** is a running program for kids of all fitness levels from pre-kindergarten through 8th grade. It is designed to get kids moving and prevent obesity and illness. Participation in Mighty Milers helps kids build their self-esteem, and learn to make and reach personal goals. Over the course of a program cycle, children in Mighty Milers set goals to run and/or walk a certain distance and earn rewards for reaching milestones along the way. Mighty Milers is easy to implement, and has a flexible structure so you can tailor the program for the unique needs of your school and environment. New York Road Runners (NYRR) provides logistical, motivational and training support so that your staff members and/or adult volunteers can run the program at any school or community center.

We also host events to continuously keep all our stakeholders involved in the development and growth of our school community such as:

Curriculum Night- Our parents meet all their children's teachers and learn about curriculum and the rigorous expectation for each subject area. Teachers communicate expectations that align with college and career readiness.

Parent Workshops are given by the principal, assistant principal, guidance counselor, coaches, teachers, and guest speakers throughout the year on the CCLS, college and career readiness, high school admissions, curriculum supports, parenting health, many other topics.

M.S. 328 administrators and teachers conduct workshops to familiarize parents with Skedula, our computer program, and its associated online application (Pupil Path). Parents can access their child's information at home and keep current with their child's academic performance, test scores, and behavior

Over the last several years, M.S. 328 has also implemented many initiatives that support our students' social-emotional growth and a positive, supportive school culture:

- To support student and create a safe environment, grade-level advisers, with the cooperation of the guidance counselor, dean, and assistant principal, discuss individual students,, specific populations (SPED, Bilingual, 6th, 7th, 8th, etc) and the entire school community, as they create and implement various forms of intervention plans that meet the academic and social emotional needs of our students.
- Grade-level advisers, along with counselors and other staff members host school-wide Town Hall Meetings on a variety of topics including recognition of academic excellence, core values and good citizenship, positive, value-added change, bullying prevention, and multicultural awareness.
- Incentive programs like Art Club, Saturday Arts, including photography, sculpture, and movie making classes, and STEM Saturday.
- Grade-level advisers along with the guidance counselor, dean, administrative staff, and teachers work together to monitor student behavior by using Skedula to document student infractions and communicate with all involved parties.
- The use of academic/behavior section sheets in each class throughout the school day is another resource that has assisted us in our goal of creating a safe school culture. Teachers are able to rate class behavior as a whole using a school-wide rubric, as well as make notes of any specific student behaviors (appropriate and inappropriate). In most cases the homeroom teacher follows up with students at the end of the day in PM homeroom. Classes and individual students have received awards and other accolades to recognize their appropriate behavior, as well as consequences for their inappropriate behavior. This initiative supports our goal of communicating to students the high expectations we have for them, and holding them, as well as their teachers, accountable for student behavior.
- PBIS systems and structures have created a full understanding of behavioral expectations for both students and staff, which has created consistent practices reflecting school-wide values and provides necessary social/emotional supports to students at risk.
- An organized system of offering both school and community-based student services in cooperation with our school based clinic and other local service providers.

At M.S. 328 we continue to strive to ensure that students make academic gains. In regards to the Framework for Great Schools, M.S. 328 as a school community, has shown progress in collaboration. We continue to maintain collaborations with all stakeholders. In order for student achievement to increase, we have put systems in place to ensure that all stakeholders play a part in students' educational process. Teachers collaborate to analyze data and use data to impact instruction. Parents collaborate with teachers and staff by continuously communicating on a consistent basis. With the implementation of a school website, soon parents will be able to access information to stay informed about their child's academic and social progress.

06M328 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	213	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	44	# SETSS	N/A	# Integrated Collaborative Teaching
				12
Types and Number of Special Classes (2014-15)				
# Visual Arts	11	# Music	N/A	# Drama
				N/A
# Foreign Language	18	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	94.9%	% Attendance Rate		89.6%
% Free Lunch	95.2%	% Reduced Lunch		3.4%
% Limited English Proficient	40.4%	% Students with Disabilities		20.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		11.3%
% Hispanic or Latino	87.3%	% Asian or Native Hawaiian/Pacific Islander		0.3%
% White	1.0%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.18	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		5.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		4.86
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	4.5%	Mathematics Performance at levels 3 & 4		3.3%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		21.1%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		15.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		X
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		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		NO
Economically Disadvantaged	NO			
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	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		NO
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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Our primary focus in the 2015-2016 school year will be to continue to align current curriculum to the CCLS and Danielson’s Framework for Effective Teaching, with a strong emphasis on Domains 3c: Engaging Students in Learning; 1e: Coherence of instruction; 3b: Using questioning and discussion techniques; and 3d: Using assessment in instruction. In this regard, we will continue to take the following steps:</p> <ul style="list-style-type: none"> Align curricula to the CCLS in ELA and Mathematics for grades 6-8 as a result there is coherence across the grades and subject that promotes college and career readiness. Engage NY was chosen by the principal, math coach, and teacher leaders as our math curriculum for grades 6-8. As a result, teacher buy-in is high, and the commonality of resources promotes successful collaborative planning and coherence across grades. Pacing calendars and units of study have been revised to broaden the students exposure to the CCLS identified in each grade. To date this effort has resulted in more emphasis on teaching vocabulary in context and the integration writing units of study into the pacing calendars. 		

- Teachers across content areas have shifted the instructional focus from having students memorize familiar words to providing them with strategies that they can use to construct meaning.
- Develop consistency in delivery and instructional expectations to observe and experience the following:
 - Learning targets (3a)
 - Teacher modeling and demonstration (3a)
 - Opened- ended questions with opportunity for more than one correct answer (3b)
 - Student engagement-demonstrated ability and expectation by teachers for students to support ideas, opinions and arguments with evidence from text both orally and in writing (3c)
 - Multiple entry points for students based on data analysis (3c) (3d) (3e)
 - Authentic checks for understanding, so that teachers can modify their instruction or lessons to insure that all students understand what is being taught (3d) (3e)
 - Provide many opportunities for students to take responsibility for their own learning. These include self- assessments, standard based rubrics, peer assessments, student to student discussions, protocols to facilitate collaboration, checklists and other graphic organizers, and student presentations with detailed explanations of their own work.
 - RTI is a three tired system in throughout grades 6-8. Each tier receives appropriately leveled supports or extension activities to ensure improving outcomes in ELA for all students.

We will also create Performance Based Assessments in all content ares; Use mobile computer labs and iPads as a part of our rigorous instructional program aimed at enhancing lessons and promoting learning; Provide a common prep period by subject and by team enabling teachers to meet and discuss teaching strategies, curriculum development and student issues.

Promotion of Higher Order Thinking Skills

- Rigorous instruction involves critical thinking and standards-based learning. Across classrooms we expect to see lesson content that is aligned to standards and that is differentiated for students; high-level, open-ended questioning to lead students to understanding the lesson’s objective; teachers checking for understanding and adjusting instruction as needed; scaffolds and supports for struggling students so they can access the general curriculum; grouping students based on formative data to meet their academic needs; teachers providing protocols and opportunities for students to engage in substantive discourse with each other to share and support learning; and students being required to support their answers, opinions and decisions orally and in writing.
- We engage in collaborative planning to design and implement learning tasks that promote high levels of student thinking and participation. Other CCLS aligned strategies include teaching academic vocabulary in daily instruction, using a range of literature and informational texts at varying degrees of text complexity in our instruction, and employing close reading strategies for reading comprehension
- Teacher teams in content area meetings, common planning time and in Monday Professional Learning Communities have studied the Depth of Knowledge/Cognitive Rigor Matrix to implement practices and plan activities that increases the challenge to think in the classroom. As a result, teachers are planning to deliver questions that range in complexity in the classroom and are appropriately challenging as well as providing multiple entry points for ELLS and SWDs.

The impact of this work to date has been an increased ability of teachers to assess students' understanding more frequently, collect a variety of data to make informed decisions about planning instruction, modifying and adjusting pacing calendars, units of study and lessons, and grouping students more efficiently to meet their learning needs through such structures as flexible groups, partnering and planned interventions.

At MS 328, we understand the importance of assessment to the instructional process and engage in the following activities to ensure that assessments are aligned to the curricula and provide data to enable our teachers to make necessary adjustments/modifications to their units of study and to their practices:

- Assessments must include authentic checking (not superficial checks) for understanding so that teachers can modify their instruction and/or their lessons to ensure that all students understand what's being taught.
- Universally screen for mathematics instructional strengths and areas of need.
- Progress monitoring within the lesson and within a unit of student that includes authentic checking for understanding.
- Assessments must include authentic checking (not superficial checks) for understanding so that teachers can modify their instruction and/or their lessons to ensure that all students understand what's being taught.
- Assessments will include performance assessments, baseline assessments, benchmark assessments and progress monitoring assessments.
- Engage in a process to develop a school wide rubric that reflects 1 to 4 performance levels. The levels correspond to New York State established levels of competencies.
- Develop rubrics school wide that enable the students to receive feedback and actionable next steps as well as a composite score.
- Develop progress reports/report cards for ELL students that reflect proficiency levels.
- Identify measurement tools for analysis which include but are not limited to: New York State ELA, Math, 8th grade Science assessments from previous years, NYSITELL, NYSESLAT, NYSAA, STAR Reading Test, Gates-MacGinitie Scoring Test, New York State MOSL assessments, Achieve 3000, iReady, Accelerated Math and Reader, (computer-based assessments that make data immediately available to teachers, administrators, and students), and teacher-created formative and summative assessments.
- Monitor progress and review learning goals approximately every 4-6 weeks and issue progress reports to parents.
- Ensure that goals set by the students and teachers provide increased responsibility and accountability
- Teachers are planning multiple ways to teach a concept such as using visuals, manipulatives, technology, scaffolding questions, problem solving checklists and different levels of text.

The impact of this work to date has been an increased ability of teachers to assess students' understanding more frequently, collect a variety of data to adjust their instructional units make informed decisions about planning instruction and grouping students more efficiently to meet their learning needs.

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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a decrease by 10% of Level 1 students indicated by the 2016 ELA state exam results. The percentage of level 1 students will decrease from 63.6% to 53.6% as measured by the State English Language Arts exam.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teachers will engage in targeted review of student</p>	<p>Teachers of all subjects</p>	<p>July 2015-October 2015 and ongoing</p>	<p>School administration, school cabinet.</p>

performance on assessments from the 2014-2015 school year including item analysis of the state tests, the Measure Of Student Learning assessments, and other school based assessments.	Students with disabilities. and English Language Learners.		
After evaluating students' needs in Math and English Language Arts, teachers will participate in a review of their units and revise based on their assessment of student challenges and strengths.	Teachers of all subjects Students with disabilities. and English Language Learners.	Beginning July 2015 and ongoing	School administration, school cabinet, department leads
Periodic open school nights will inform parents of school academic priorities, programs planned to address students' needs and strategies for working with students at home.	Parents, all students, students with disabilities, and English Language Learners	October 2015-June 2016	School administration, school cabinet, department leads
Our Professional Learning Community time will be used for periodic reevaluation of student progress based on standardized and school-developed assessments . This will include school wide midterms at the end of January 2016. Ongoing revising of units will be made based on student outcomes.	Teachers of all subjects	October 2015-June 2016	School administration, school cabinet, department leads

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.											
Parent, After-School and Saturday Academies, as well as academies held during the winter and spring breaks, Professional Learning sessions, district resources, department meetings.											
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		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.

Mid-point benchmark will be indications through above-mentioned assessments that students are making progress toward overarching goal. This will include a 10% increase in student passing rates on standardized and school-based assessments.

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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>We are committed to the belief that children learn best when they are in a safe, nurturing environment where they are consistently engaged and challenged to meet standards and are provided with the supports necessary to meet these goals. Standard-based strategies to promote higher order thinking skills also contribute to classroom environments that foster positive student self-concept and productive collaboration. These elements of the Framework for Great Schools include:</p> <ul style="list-style-type: none"> Setting Instructional Outcomes - Lesson planning includes CCLS-aligned learning targets and objectives. Learning goals align with grade level and school wide goals. Establishing a Culture for Learning - Teachers develop classroom rapport, structure, roles that support and develop a trusting but challenging learning environment. Our expectation is that all students demonstrate progress and learning at higher levels is across grade levels. <p>Developing a plan of Positive Behavior Intervention Supports (PBIS) that will facilitate our efforts to build a school culture in which students understand their responsibilities and where positive behaviors are identified, acknowledged, and supported.</p> <p>The school has already taken steps toward this goal:</p>		

- We have identified school “Core Values” which detail the characteristics we will emphasize as we build a supportive school culture.
- We have created a school “behavioral matrix.” Posted throughout the school, it details how students are expected to behave in different places in the school building.
- During the school year 2014-2015, teachers piloted a PBIS initiative using Class Dojo. Using this web-based application, teachers gave students points for positive behavior in the classroom.

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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the number of classroom incidents will decrease by 20% as measured by SWISS data.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Teachers and administration will review student data for returning and newly registered students. This will include a review of data for overage students. Students with Disabilities, Students with Interrupted Formal Education (SIFE), and English Language Learners.</p>	<p>Teachers, administration, Students with disabilities, English Language Learners</p>	<p>July-Sept. 2015</p>	<p>Teachers, administration, guidance counselor</p>
<p>Current school protocols for Positive Behavior Intervention and Supports will be reviewed and subject to modification with an emphasis on teaching and</p>	<p>Teachers, administration, guidance counselors</p>	<p>July-Sept. 2015</p>	<p>Teachers, administration, guidance counselor</p>

acknowledging positive behaviors. Teachers will receive professional development on implementing Positive Behavior Intervention and Supports.			
Parent meetings, will involve families in the process. Families will be informed of the initiative and asked for feedback.	Families	Mid- September and ongoing	Teachers, administration, guidance counselor, parent coordinator
A school wide Positive Behavior Intervention and Supports pilot – with periodic review - will be planned and executed by grade-level teams which will include expectations, procedures, and protocols throughout the year.	Teachers, all students, students with disabilities, and English Language Learners	October- November	Teachers, administration, guidance counselor, parent coordinator, students

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 Association, parent coordinator, Skedula, SESIS, student records, PBIS resources including State PBIS website, DOE and State scheduled Professional Development sessions, PBIS team, Professional Learning Community, formal and informal observations and feedback, student programs (MOUSE squad, chess, after school sports, open computer lab, cooking program, arts program, advisory, Mighty Milers)											
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		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.
Mid-point benchmark will be indications through above-mentioned assessments that students are making progress toward overarching goal. This will include a 10% increase in student passing rates on standardized and school-based assessments.
In addition, ongoing monitoring of school/classroom environment through administration conducted formal and informal observations. Peer observations of teacher practice and classroom climate will be conducted by department initiated inter-visitations.
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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Although progress has been observed since October, 2014, our HEDI Self-Ratings for Statement of Practice (SOP) 4.3 - Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students; and 4.4 - Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students. This indicates that we are developing in these areas. These areas were addressed in a Quality Review, which took place in April 2015. As a result of the findings of the Quality Review, and our own assessment of these areas, we will further develop student group work; improve the uneven participation and engagement from students; reduce teachers disrupting student responses by providing insufficient wait time; reduce teacher use of questions that elicit only “Yes” and “No” responses; reduce teacher practice of asking questions in which there is little or no thinking behind them; reduce teacher practice of paraphrasing student responses; and increase teacher use of Smart Boards.</p> <p>We need to refine our system designed to engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. We will continue the process of developing a culture of collaborative professional learning that enables school and individual development and improvement. Professional learning experiences will occur on a daily basis, and PDs will be offered on a monthly basis. School and individual teacher development/improvement will be measured against student ELA/Math performance on associated Accelerated Reader, Engage NY, Benchmark, and teacher-made baseline and post assessments . We will design, develop, and deliver a cycle of PDs throughout the school that will utilize internal external content knowledge expertise. The purpose and focus of the professional developments will be to use various data, and a process of</p>		

continuous improvement, to increase student engagement, so that their performance scores on the New York State ELA and Math tests improves .

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

All teachers will work collaboratively to ensure that all of our students' Response to Intervention (RTI) baseline reading comprehension levels will improve by at least one grade level by June 2016.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Detailed review and planning of Professional Learning Community</p>	<p>Teachers</p>	<p>June-August 2015</p>	<p>Teacher leaders, administration, school cabinet</p>

calendar for school year 2015-2016.			
Review in depth the “Framework for Great Schools” and key components of “The Danielson Framework” with teacher teams.	Teachers	September 2015	School cabinet, department leads, administration
Initiate and engage an ongoing cycle of curriculum development, peer review, and student data collection and assessment.	Teachers, administration, paraprofessionals	Beginning September 2015 and ongoing	School Cabinet, department leads, administration

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.											
Danielson Framework”, “Framework for New Schools”, teacher leaders, school cabinet, weekly scheduled professional learning and department meetings, administrators, instructional consultants .											
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		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.
Weekly assessment of Professional Learning by school cabinet. Regular (daily) formal and informal observations of teacher practice with feedback. Bi-weekly inter-visitations and/or reviews of student generated work products. Weekly teacher feedback on efficacy of professional learning sessions.
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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The “Middle School 328 Mission Statement” reads as follows:</p> <p>“Teachers practice and share a variety of classroom activities to accommodate different learning styles; provide multiple assessment tools and models; and create lively, engaging opportunities to learn challenging material. At MS 328, students and teachers form a learning community of creative problem solvers, innovative decision makers who possess and share their academic and social knowledge. Using technology as a vehicle for learning, MS 328 is focused on bringing mathematics and science to life for our students. Literacy across the curriculum ties together the various disciplinary areas. Connecting to students' lives builds a better understanding of our communities, city, and world.”</p> <p>Keeping our Mission in mind, this year, for Tenet 2, we have made progress in a number of areas, including:</p> <p>a. Strengthened the school cabinet, giving it real decision-making power. The School Cabinet met weekly and planned our professional learning sessions with a focus on data collection, sharing curriculum, addressing the basic literacy skills of all learners through a Response To Intervention (RTI) program, and developing a better understanding of the needs of our special education students. Members of the cabinet, in addition to their work planning professional learning sessions, also led to the delivery of numerous professional development sessions for the teaching staff.</p>		

b. Under the leadership of our principal, increased school wide coherence was achieved in the area of assessment including more integration of rubrics in the curriculum with some teachers engaging students in self and peer assessments.

c. Within our professional learning sessions, we discussed the needs of students with multiple learning styles, in the context of our instructional focus, student engagement.

Based on informal and formal observations, and department inter-visitations, more work needs to be done on deep questioning, Danielson Framework, 3b: Using Questioning and Discussion Techniques .

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 1b, and be written as SMART— Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers in core content areas will have had the opportunity to observe each other and provide feedback using the Danielson Rubric 3B- Questioning and Discussion Techniques, which will result in increased Measure of Teacher Progress rating averages.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Grade level leaders will work with all Instructional Leadership Team members to implement peer observations within departments and grades. Based on feedback from inter-visitations, we will develop a consistent protocol for training peer evaluators with a focus on questioning and discussion, and teachers will participate in this training.</p>	<p>Teachers</p>	<p>June-July 2015</p>	<p>Administration, school programmer</p>
<p>School cabinet members will collaborate and plan professional learning community sessions with a focus on curriculum</p>	<p>Teacher leaders, administration, teachers</p>	<p>August -September 2015</p>	<p>School C abinet, programmer, administration</p>

development and specifically, deep questioning			
Beginning with teacher orientation in September, and ongoing, dig deep into Danielson Rubric - Domain 3B with specific instructional strategies to improve questioning in our class.	Teachers	Beginning September 2015	School C abinet, administration
Plan and execute a program of informal, formal, and peer (inter-visitations) observations. These observations of teacher practice will focus on Domain 3b, but will still hold other key Danielson Domains in mind. Feedback to teachers will be timely, and will include specific suggestions for lesson planning and implementation.	Teachers	September 2015-June 2016	School C abinet, department leads, teachers, administration, S school programmer

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.											
Danielson Framework”, “Framework for New Schools”, teacher leaders, S school C abinet, weekly scheduled PLC and department meetings, administrators, instructional consultants .											
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		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.
Weekly assessment of professional learning community work by School Cabinet. Regular (daily) formal and informal observations of teacher practice with feedback. Bi weekly inter-visitations and/or reviews of student generated work products. Weekly teacher feedback on efficacy of professional learning community sessions.
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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>In order to foster communication with families, the school leader has allocated budgetary and human resources to support online data collection and reporting systems. Using Pupilpath, families can get real time access to the grades and other performance data of their child on line.</p> <p>To support communication with families, the weekly parent outreach block on Tuesdays is used for outreach to families and scheduled and unscheduled meetings with parents. The benefit of using this time for parent meetings is all teachers of a given student are available to meet.</p> <p>The principal, with the support of the parent coordinator, maintains a school messaging system that is used to communicate with parents about events and other areas of concern.</p> <p>In addition, to establish partnerships with families in support of students’ progress towards college and career readiness and resources to provide feedback regarding the attributes essential to college and career readiness.</p> <ul style="list-style-type: none"> We include skills and essential knowledge in our curriculum, such as communication and problem solving, which students must master regardless of which program of study or career they will choose and work with families to reinforce these skills and essential knowledge . 		

- Positive Behavioral Interventions and Supports (PBIS) is a school wide system of positive behavioral intervention strategies that support social, emotional and intellectual health and well being that is communicated to and supported by parents.
- Present a series of presentations to all students to portray what bullying is, what can done about it, and how every student plays a role in preventing bullying and supporting tolerance and respect and fully understands their responsibilities as regards caring for others.
- Dean: The Dean is responsible for helping all of the students to learn and grow in a safe environment.
- The Dean encourages diversity and teaches the students to respect one another.
- Guidance Counselor: The Guidance Counselor provides direct support service to individual students, small groups and classrooms to encourage positive behaviors; facilitates the application process for eighth grade students as they transition to High School; supports and develops a positive home-school connection; and helps to maintain positive and open communication between school families and teachers.
- Parent Coordinator: The Parent Coordinator supports and develops a positive home-school connection; and helps to maintain positive and open communication between school families and teachers.
- School Psychologist: The School Psychologist collaborates with teachers and other professionals to create safe, healthy and supportive learning environments, and works to strengthen our home-school connections.
- Dental and Health Clinics: These on-site entities provide services to our students to promote and support their physical, social, and emotional well being.
- Student Government: The purpose of the Student Government is to:
 - ♣ Promote a greater degree of unity, respect, spirit, and cooperation among students, faculty, staff and administration;
 - ♣ Offer and oversee activities for furthering the academic, social, and spiritual growth of the student body;
 - ♣ Provide a democratic and representative forum through which students may address school-related issues affecting the student body;
 - ♣ Represent to the faculty and administration the concerns of the student body regarding academic and disciplinary policies; and
 - ♣ Consult with appropriate policy-making administrators regarding school policies and guidelines.
- Beacon Program: This after-school program, which is offered by the Community Association of Progressive Dominicans (ACDP), and held on the MS 328 campus six days per week, offers academic tutoring, homework support, ESL classes, youth council and boys and girls basketball.
- The Armory: MS 328 has partnered with the Armory, which is located in our local school community on 216 Fort Washington Avenue, provides our students with an after-school program that is designed to support their academic, social, and physical development.
- The Middle School College Prep Program at the Armory: This after-school program employs a Technology/Internet-Based approach to academic skills development. At each session, students engage in 40 minutes of enrichment/intervention support through Khan Academy with math at their grade level. Khan Academy is a technology-based approach that many students respond well to. The program tracks student growth and gaps in understanding. It

also uses videos to teach/re-teach new concepts to students. Students also use PowerMyLearning.com to help them in any areas with which they are struggling. This online program gives students a variety of support with activities across the Web that can also be tracked. Regarding character skills development, students engage in activities designed for pre-teens. These activities include goal development, communication skills, understanding how to choose good relationships over bad ones, nurturing skills, and money management skills.

- Student Lounge: The Student Lounge was created in August 2014. The lounge is situated on the second floor of the MS 328 campus, and it provides a safe and nurturing environment in which our students can view curriculum-based material on a Smart Board, study, do homework, can participate in a reading club, play chess, and watch movies.

In order to further improve our work with families, the following must be considered:

- Attendance in school parent activities needs to be strengthened. The number and content of these activities need to be accessed and revised.

The role and duties of the parent coordinator should be evaluated and, if necessary, revised to reflect our need to improve parent outreach.

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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By February 2016, a 25% increase in parent participation in school events as measured by monthly logged attendance data for school events.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Invite the parents of new, incoming students to attend a summer meeting where an overview of the school culture and academic program will be communicated.</p>	<p>Parents, students</p>	<p>Summer 2015</p>	<p>Administration, parent coordinator, teachers</p>
<p>Hold a parent open school night where parents will get more familiar with the school's academic program and have time to review their child's academic performance with teachers from each subject area.</p>	<p>Parents, students, teachers</p>	<p>Late September 2015</p>	<p>Parent coordinator, teachers, administration</p>

Activate the Parents Association and have regularly scheduled meetings with the group (once monthly and as needed). Increase outreach and participation in meetings.	Parents	Beginning in September and ongoing until June 2016	Parent coordinator, teachers, administration
Plan a full year calendar of parent activities that focus on engaging parents in the school's academic program in an authentic way. For example, holding cooking classes that focus on the health and science of cooking that 2. Promotion of Higher Order Thinking Skills parents and students attend.		October – June 2016	Parent coordinator, teachers, administration

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.											
Parent coordinator, Parents Association, Skedula and Pupilpath, teachers, administration, students, after school and Saturday programs, school partner organizations (Urban Arts, Armory Program, Chefs for Change and Garden to Café											
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		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.
Progress monitoring will include regular evaluations of school-offered parent programs. Demographic and attendance data will also be kept monthly to ensure progress toward these goals: <ul style="list-style-type: none"> We will see a 25% increase in attendance at parent events. We will see a 10% increase in offerings to parents.
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 at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	State ELA exam, NYSESLAT, RTI assessments (CORE, Gates-MacGinitie, ELE, MOSL test	Repeated readings, interactive writing, computer based programs, graphic organizers, Teachers College method, NYU/America Reads tutors, vocabulary acquisition strategies; Wilson reading strategies	Team-teaching, small group, tutoring, and one-to-one	Saturday Academy, STEM, After-School, RTI (during school day); After-School Computer Lab for homework support
Mathematics	State math exam, benchmark assessments	Relevant, real-life applications approach to problem solving	Team teaching, small group, tutoring, and one-to-one	Saturday Academy, STEM, After-School, RTI (during school day); After-School Computer Lab for homework support
Science	Science MOSL, state 8 th grade science exam, classroom based pre-assessments	After school homework tutorials provided by Beacon and ACDP	Team teaching, small group and one-to-one	Saturday Academy, STEM, After-School, RTI (during school day); After-School Computer Lab for homework support
Social Studies	State ELA exam, social studies MOSL, classroom based pre-assessments	Non-fiction strategies including note taking and use of graphic organizers	Small group, tutoring, and one-to-one	Saturday Academy, After-School, RTI (during school day; After-School Computer Lab for homework support)
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Skedula, teacher anecdotal, student records, Individualized Educational Plans, student interviews, Functional Behavior	Group and individual counseling (based on IEP mandated goals), services provided by school-based clinic; drop-in crisis intervention, Life	Small group (2-5 students) and individual counseling both during the regular school day and after school. Low inference classroom	During the school dayX

	Assessments/Behavior Intervention Plans	Skills and Career awareness curriculum, community service	observations. Parental outreach and support. Critical support for the development and maintenance of student Individualized Education Plans (IEPs)	
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Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the 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.
<p>Provide extensive Professional Development;</p> <p>Ensure that fully licensed teachers are teaching in their certification area.</p> <p>Informal and formal observations;</p> <p>One-on-one targeted conferences;</p> <p>Collaboration amongst teachers via class inter-visitation as well as study groups;</p> <p>Weekly grade, subject, and planning meetings;</p> <p>Use mobile computer labs as a part of our rigorous instructional program aimed at enhancing lessons and promoting learning;</p> <p>Provide a common prep period by subject and by team enabling teachers to meet and discuss teaching strategies, curriculum development and student issues; and</p> <p>The assistant principals and the principal will design, and offer Professional Development sessions for teachers.</p>

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<p>We need to continue our work around developing teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for teaching, aligned to the curricula, engaging, and meets the needs of all our learners so that all students produce meaningful work products.</p> <p>We will accomplish this by the use the walkthroughs and focused learning walks as part of our ongoing process to support staff. Participants include the principal, assistant principals, coaches, instructional support specialist, parents,</p>

students, and support staff will, as needed, debrief with teachers to address identified strengths and further areas for development to improve student achievement.

A key component in ensuring teachers receive high quality, ongoing professional development – a goal embedded in our desire to improve organizational coherence – is to activate best practices using “teacher experts.” With the support and guidance of the school cabinet – as well as other stakeholders like the network and instructional consultants – and grounded in an item analysis (performed by the Data Team) that identifies targeted student deficits in ELA and Math, we will offer individualized professional development using the variety of scheduled meeting times already in our organizational program.

Specifically, teachers need to be given structured time to discuss concerns and share best practices. These discussions will be founded in our instructional foci for school year 2015-2016, such as effective, informative, accessible assessments, the development of higher order questioning techniques, and instruction that demonstrates coherence from the beginning of the lesson to the end.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

Regarding assessments, teachers are involved in the decision making process in several ways. We begin with a school mission that emphasizes real world problem solving grounded in the content areas. In departments, teachers review pacing calendars and data within their discipline and do common lesson and unit planning. Our School Cabinet works to define our instructional goals for the year using the school's data as a guide. In particular, the cabinet assesses standardized test data to guide interventions and ongoing assessments of student progress. And in our Sustainability unit, a whole school thematic study twice a year, our sustainability coach works with individual teachers and teams to plan project-based lessons that use collaborative group work, authentic research and the study of current issues to further student learning within the content areas.

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.

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4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , 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	135,940.00	x	
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	x	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,423,998.00	x	

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

Your school'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 Manhattan Middle School for Scientific Inquiry]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and 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 Manhattan Middle School for Scientific Inquiry** 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 careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

The 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 Manhattan Middle School for Scientific Inquiry] , 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

s Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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: <u>M.S. 328</u>	DBN: <u>06M328</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>82</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>0</u>

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: MS 328 is continually trying to improve its students' cognitive academic language proficiencies by setting high standards and providing differentiated instruction to our ELL population. To date, we have approximately 82 ELL students. This year we will continue those standards by predominately focusing on vocabulary development in both languages across all content areas, increase college preparedness, and develop leadership and mentoring skills for our students as evidenced using mandated state assessment scores.

To help our students further develop their English Literacy Skills and content area knowledge, MS328's intentions are to utilize the majority of the grant funds for our Saturday Academy Program where we will incorporate hands-on, interactive technological solutions such as RIGOR, Word Generation and Achieve3000. There will be 2 certified bilingual teachers that will utilize this program. With its five sequential steps, the RIGOR program will target literacy components such as semantic, phonemic, phonological awareness and vocabulary enrichment. It will help advance our immigrant students from English pre-literacy to literacy level more effectively.

Teachers will teach English Language Arts content utilizing both English and Spanish instruction. Our goal is to strengthen the student's native language competencies first, then incorporate English instruction to allow students to connect back to their native language. Research has shown that once students grasp the underlying literacy skills of one language, they can use these same skills and transfer them to another language. Students who are literate in their native language have many skills to draw on when they learn academic English, even when the writing system is different. This is even more important for immigrant students because many lack native language literacy skills to create the connections in English. Our Saturday Program will focus on native language competencies in order to achieve our goal of English acquisition.

Our Saturday Academy Program will take place on Saturdays from 8:30 am – 12:30 pm., from October 2014 to May 2015 for a total of 20 sessions. Facilitators for our Saturday Academy: 2 certified bilingual teachers. Each class will have approximately 15 students targeting our beginners and intermediate students.

We will also offer an after school technology class so that our students can become knowledgeable in the utilization of tools, techniques and systems in order to serve a bigger purpose like solving problems or making life easier and better. Its significance on students is tremendous because technology helps them adapt to the environment. This program will be offered Wednesdays, Thursdays, and Friday from 2:30 p.m. to 4:00 p.m. A certified bilingual technology teacher will facilitate this program from October 2014 to May 2015.

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here: M.S. 328 will promote and deliver quality instruction and excellence in education by establishing a professional culture of collaborative planning, examining of pedagogy and curriculum and becoming co-learners with teachers to find ways to transform classroom practices. We will be guided by an analysis of our students' needs based on student data and an understanding of the teaching approach and strategies implemented by the RIGOR, Achieve 3000 and Word Generation programs. Our major objective is to build up a series of strategic measures that will provide all the support and additional knowledge needed by our teachers in order to help our students excel academically and linguistically.
Our 2 bilingual teachers will receive ongoing high quality professional development both inside and outside of the school site. Teachers will meet twice a month to discuss the implementation of the programs, lesson plans, material applications, new studies, requirements, best practices, data, etc.

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: At M.S. 328 parental involvement has been a key component for our students' successes and accomplishments. Our immigrant program plans to enhance the level of parental involvement by building a strong Family Support Team which participates in the most diverse aspects of our journey. Our goal is to promote a minimum of 20 hours of meaningful activities for the parents of our immigrant learners with topics related to their children's academic and linguistic growth. The Family Support Team consists of an administrator, 2 bilingual special education teachers, parent coordinator, guidance counselor, parent association representative and support personnel. Our team will organize and facilitate monthly meetings such as "Technology Training", "Adult Literacy Classes" and "Helping my child with Homework" ", along with other activities in order to motivate and keep the parents' involved. We will also promote workshops, conferences and small group meetings, in which parents and teachers will have the opportunity to report and discuss student progress, attendance and participation level. Our parent coordinator, Mr. Victor Lopez, in collaboration with the 2 teachers, the two main communication links between parents and teachers, will be the key player facilitating parent activities. Our parent coordinator will work closely with the teachers and other school personnel, as well as communicating and contacting parents.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased 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.
<ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
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 06	Borough Manhattan	School Number 328
School Name Manhattan M.S. for Scientific Inquiry		

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 Olga Quiles	Assistant Principal James Cole
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher C. Mullee	School Counselor Karen Martinez Smith
Teacher/Subject Area S. Marin (Math)	Parent Moises Caban
Teacher/Subject Area S. Ramirez (NLA)	Parent Coordinator Herminia Saldana
Related-Service Provider Karen Martinez Smith	Borough Field Support Center Staff Member type here
Superintendent Manuel Ramirez	Other (Name and Title) type here

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	1
Number of certified bilingual teachers currently teaching in a bilingual program	7	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	1	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	2

D. Student Demographics

Total number of students in school (excluding pre-K)	230	Total number of ELLs	89	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

This school offers (check all that apply):

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

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							7	16	18					0
Dual Language							18	20	28					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	89	Newcomers (ELLs receiving service 0-3 years)	37	ELL Students with Disabilities	22
SIFE	20	Developing ELLs (ELLs receiving service 4-6 years)	22	Long-Term (ELLs receiving service 7 or more years)	18

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									Total
	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	
TBE	32	16	4	4	1	4	2	0	2	0
DL	3	1	0	8	1	0	8	0	0	0
ENL	2	0	1	10	1	6	8	0	5	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

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							7	16	18					0
Arabic									2					0
French														0
TOTAL	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																		
SELECT ONE													18	18	20	20	28	28	0	0
Arabic																	2		0	0
SELECT ONE																			0	0
TOTAL	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								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages):
66

Number of students who speak three or more languages: 0

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							7	16	18					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic									2					0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	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)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)														0
Commanding (Proficient)														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														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	69	29	2	0	0
7	82	16	2	0	0
8	49	48	3	0	0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	55		34		9		2		0
7	82		18		0		0		0
8	71		27		2		0		0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									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.

In order to assess the early literacy skills of our ELLs, we use authentic assessments such as:

- The SPI (Scholastic) which assesses three foundational reading skills. The items in each test form represent the scope of these skills.
 - Letter Recognition: All 26 letters of the alphabet are represented, either as targets (correct answers) or distractors (incorrect answer choices). Only lowercase letters are used, as they are generally considered more challenging than uppercase letters and more appropriate for assessing older readers.
 - Sight Word Reading: In some items, the targets come from the first 300 words on the Dolch and Fry word lists and the distractors are common words that look similar to the target. In other items, the targets come from the first 5,000 words in the American Heritage Word Frequency Book—a comprehensive list of words found in grade school texts—and the distractors are misspellings of the target.
 - Decoding: All answer choices are nonwords that follow the conventions of English. The items represent the breadth of spelling patterns taught in most phonics programs and align to the System 44 scope and sequence. Targets and distractors work together to assess individual sound-spellings and require students to attend to differences among spelling patterns. The items were carefully generated to avoid proper nouns, Spanish words, nonwords that sound like real words, and items that may be difficult for speakers of certain dialects, including African American Vernacular English, to distinguish phonologically.
- Gates McGinite Reading Assessment: The Gates McGinite Reading Test is designed to provide guidance in planning instruction, intervention, and enrichment based on students’ test results. The linking manual guides teachers through a series of thought-provoking questions to identify which reading skills need attention and suggests proven instructional techniques for developing these skills. The studies and tips for integrating instruction into the classroom are helpful for both beginning and experienced teachers.

Help students improve in reading. Detailed easy-to-follow examples of teacher-student interactions and instructional techniques provide insight into the following:

- Instructing students in word identification
- Understanding how students learn word meanings
- Teaching word meanings
- Teaching comprehension strategies
- Developing students' metacognition, or awareness of their thinking
- Creating instructional programs for teaching comprehension strategies
- Working with students whose language or culture differs from that assumed by classroom materials

3. Anecdotal records that include notes about student work ethics, attitudes, energy level, engagement, and class participation. The students' personal perceptions of their learning are revealed as they answer questions such as What are you doing? What have you learned from today's work?

4. Teacher made tests determine student mastery of previously taught objectives.

5. Rubrics specify specific criteria to be measured.

6. Use of running records determines individual students' fluency levels and then allows the teacher to create homogeneous groups for skill based instruction.

This data demonstrates that our ELLs need a large amount of scaffolding and vocabulary development in order to achieve the instructional shifts set forth by the Common Core State Standards. We also noticed that our ELLs also need significant support with engaging in close reading and writing from sources. This is also a school-wide need. Since our common units address these needs, ESL and Bilingual teachers collaboratively plan instruction from the common units to engage ELLs in frequent opportunities for close reading and writing from sources. Teachers collaborate to plan close reading routines and structured notes to support ELL reading comprehension, and to examine student writing to look for patterns and trends and plan instruction to address writing needs. Teachers receive Professional Learning opportunities with our outside consultant through Teaching Matters inclusive of lesson studies, collaboratively created lesson plans centered on close reading and writing from sources, and analysis and reflection from intervisitations.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Our students' areas of challenge are reading and writing. Many of the students classified as Advanced on the NYSESLAT have mediocre writing scores, even though they excelled in other areas. Students at the Beginning and Intermediate level also received their lowest test scores in writing. A second area of challenge is reading comprehension; when analyzing long passages, our ELLs have trouble with vocabulary and structure. For some students, speaking is also a challenge; some students struggle with producing appropriate vocabulary and grammatical structures, while others are still in the pre-production stage. Across the board, speaking is one of the students' strongest skill. This hierarchy of skills, with writing being the least developed and speaking the most, is a common one for Spanish-speaking ELLs.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The AMAO Tool contains all relevant data for each ELL student. This allows us to see the whole picture and target those students who are at risk. Our NYSESLAT data reveals certain patterns across the modalities which directly affect instructional decisions of the ESL provider, special education service providers and classroom teachers. Based on this data, instruction is targeted and designed to meet each student's individual needs. In addition, this data supports our school goals to further support development of academic language for all of our ELLs and support their writing work through their content area classes.

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?

Speaking and Listening skills are prerequisites to engaging in meaningful, effective class discussions around grade-appropriate texts and topics, and meaningful, effective discussions facilitate Reading and Writing development. We have been actively working on integrating more structured pair and cooperative learning opportunities throughout the school day, to shift our classrooms from teacher-centered to student-centered so student interaction is at the forefront of classroom practices. Since we engage all ELLs in our common units of study, they are already exposed to rich and varied opportunities to engage in grade-level complex texts and topics. We understand

that student interaction is a necessity for students to develop proficiency in a second language, so our teachers collaboratively plan instruction to ensure that ELLs have multiple opportunities throughout the school day to interact with peers and build understanding and comprehension. Our teachers are constantly working on revising our units of study to include more structured, clearly defined opportunities for ELLs to engage in pair and cooperative learning activities, including student-led classroom discussions in order to push their thinking and elevate English proficiency levels. In addition, our teachers use purposeful groupings to facilitate student interaction in the classroom. Teachers purposefully and strategically group and regroup students within the classroom and in combination with other classes in various ways based on the subject area and/or type of task. Grouping and regrouping allows teachers to more easily address learners' specific needs and allows English language learners the opportunity to work and communicate with a variety of different students. It encourages students to develop leadership skills and take responsibility for their learning. Grouping and regrouping encourages students to develop relationships and connections with their classmates and helps minimize the stigma of being in a "special" group.

To support our ELLs in Reading and Writing, Bilingual and ESL teachers plan support structures, including scaffolding and multiple entry point strategies to meet the needs of our ELLs. A typical reading lesson includes close reading with opportunities for ELLs to participate in read alouds and shared readings to support their second language learning needs. The teacher models close reading strategies and works with students in groups and individually to offer additional support. ELLs are also offered vocabulary lists, graphic organizers, structured notes, and other resources to record their understandings, noticings and questions. A typical writing lesson includes teacher modeling, a student-generated writing sample, exemplar analysis, shared writing, and independent writing activities, with ELLs taking on increasing responsibility and ownership of their work as the lesson progresses. In writing classes, ELLs are encouraged to work together, and engage in self and peer-assessment using our common writing rubrics to improve their writing. ELLs that need support beyond these structures are recommended from Academic Intervention Services (AIS) and the Title III or Saturday Academy program to boost their Speaking, Listening, Reading and Writing skills in English. These programs serve as a way for ELLs to more deeply engage in the work required of their ESL and Bilingual classes, and have more small group and one-to-one support from their teachers.

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](#).]

Paste response to question here:

6. How do you make sure that a student's new language development is considered in instructional decisions?
Once we have determined that a student speaks a language other than English at home and we gather information about the student's level of English proficiency, educational background, and academic content knowledge, our next step is to place the English language learner (ELL) in an instructional program that meets his or her language and academic needs.
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?

English proficient students are assessed formally via the ELE exam. They are additionally assessed via their respective NLA classes and the assessments built in to the units of study.

English Proficient students in our Dual Language setting are slightly out performing their ELLs counterparts in state exams.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Informal assessments allow our teachers to track the ongoing progress of their students regularly and often. While standardized tests measure students at a particular point in the year, ongoing assessments provide continual snapshots of where students are throughout the school year. By using informal assessments, our teachers can target students' specific problem areas, adapt instruction, and intervene earlier rather than later. Ongoing assessments are particularly important for English language learners (ELLs). Standardized tests in English do not usually reflect ELLs' true content knowledge or abilities. Yet informal assessments can provide a more well-rounded picture of their skills, abilities, and ongoing progress. We also evaluate success of our programs for ELLs by examining NYS assessment data, and AYP results for ELLs.

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.

At our school, we identify English Language Learners by following the English Language Learner (ELL) Identification Process which includes 4 steps: (1) the administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student's home language, (2) determination of eligibility to take the New York State Identification Test for English Language Learners (NYSITELL), (3) the administration of the NYSITELL1, (4) the administration of the Spanish LAB to newly identified ELLs whose home language is Spanish. Parental choice plays a big role in our school. We first notify parents of their child's eligibility for ELL services and provide information and program selection through parent orientations (in the parents' preferred languages), following the steps outlined below.

- When a new ELL enrolls, we inform parents of the three instructional models available in New York City, regardless of whether the preferred model is currently offered in the school. We accommodate parents and students with home language support during the intake process by providing them with a teacher who speaks their home language or an interpreter by the DOE.
- To inform parents of these options, we provide parents of newly enrolled ELLs with a parent orientation where they can view the Parent Orientation video (which explains the three program options and is available in 13 languages). Attendance records, staff members present at the orientation, and languages used other than English are recorded using existing procedures established. During the orientation, we also provide information on standards, curriculum, assessments, the Common Core Learning Standards, and school expectations for English language learners, as well as the program goals and ELL Policy and Reference Guide requirements for bilingual education and English as a new language programs. The orientation is in a language or mode of communication that the parent or guardian best understands. Parents are assisted and orally interviewed by a highly qualified teacher with completing the Home Language Identification Survey.
- After parents are informed of all three program models at the parent orientation, schools we then provide parents with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice.
 - o The parent must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student is placed in a bilingual program at our school. We document and include attempts to gather initial parent selection preference and said documentation is maintained using existing procedures established by the school. ELLs students are then placed in the parents' program of choice within 10 school calendar days of enrollment.
- Parent choice is recorded in the ELPC screen.
- Once the student's program has been determined based on the steps outlined above, we send parents a placement letter (in the parents' preferred language) indicating the program in which their child has been placed. We complete this process within 10 school days.

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).

Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. We then follow all of the same steps as outlined above in question # 1 to identify an ELL. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, we proceed with the SIFE Identification Process as outlined below:

1. Administer the oral interview questionnaire
2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS)

We then indicate initial SIFE status in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC).

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).

Our IEP team determines a student's eligibility for special education services and the language in which special education programs and services are delivered. ELLs who are also students with disabilities (SWD) receive accommodations that apply both to ELLs and SWDs, as appropriate. ELLs with disabilities are not exempted from the NYSESLAT, and may use the test modifications and accommodations as detailed on their IEP when taking the NYSESLAT. ELL status is not the determinant factor for special education eligibility. Response to Intervention (RTI) approaches are applied to ELL students who enter with lower levels of proficiency in the home language, or if anticipated progress is not noted after a reasonable time period. ELLs with disabilities receive the required level of ELL services, although program placement and parental option procedures may be different for special education programs and services, and are facilitated by the Committee for Special Education during IEP meetings. Interpreters for parents are provided by the school. There is a 20 day timeline to accept or reject the LPT recommendation. The timeline for ELL service placement is within 20 days.

Language Proficiency Team

Jane O'Connor, Director of Special Education

Manuel Ramirez, Superintendent

Olga Quiles, Principal

Jessica Diaz, Special Educator

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.
During registration, the parents of newly arrived students are given a letter to sign which indicates if the student is entitled or non-entitled. For the students who are enrolled in our school, original letters of entitlement are sent to parents in their preferred language by the student who must sign a copy. All copies are then filed in the admissions office. The school guidance counselor is responsible for this process. All notification letters are sent within 5 days.
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).
At the beginning of the school year, prior to September 15th, continued Entitlement Letters are sent to parents of students who continue to be entitled to ELL services. These letters are sent in the preferred language of the parent. Accordingly, our school has established protocols and have assigned our guidance counselor to manage both the initial and Phase 1 and 2 of the re-identification process. The re-identification 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 that the ELL Identification Process be administered a second time. The re-identification process may be utilized for students who have a home language other than English and are ELLs or non-ELLs. Copies of letters are filed and maintained in the admissions office. Parents are notified of their right to appeal with 45 days.
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.
Parents of our ELLs are invited to attend an orientation session. This invitation comes in the form of a letter in the preferred language of the parent/guardian. At the orientation session, parents receive a brochure entitled "A Guide for Parents," and view a videotape of, receive information on and ask questions about the instructional programs available to ELLs. Currently, there are three (3) types of programs available for ELLs in New York City Public Schools: Dual Language (DL), Transitional Bilingual Education (TBE) and English as a Second Language (ESL). Our ESL Teacher uses this session to communicate with parents in their native language to ensure understanding of the programs available to their children. At the end of the orientation session, parents complete the Parent Survey and Program Selection form that indicates the program they are requesting for their child. Using this information, the ESL Teacher, along with the assistant principal who is responsible for this process, decides the class that best meets the needs of the student. Parents who have previously chosen a TBE/DL program are notified in the form of a letter in their preferred language when the program becomes available. If a parent survey is not returned the bilingual program is the default placement. The timeline for this process is 10 days.
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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
Parent Surveys and Program Selection forms are returned in a timely manner by having our guidance counselor call parents who did not return the forms. Parents are contacted in their preferred language. The guidance counselor keeps a log of surveys and forms returned and updates the log on an ongoing basis. During registration, the parents of newly arrived students are given a letter in their preferred language to sign which indicates if the student is entitled or non-entitled. For the students who are enrolled in our school, original letters of entitlement are sent to parents by the student who must sign a copy. All copies are then filed in the admissions office. Parent who have previously chosen a TBE/DL program receives a letter in their preferred language when the program becomes available.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
A follow up call is placed to ensure that the letters are returned by our guidance counselor. The guidance counselor keeps a log of surveys and forms that have been returned. As stated in the previous question, the program choice happens right after the orientation, so the letters are completed in the building and collected upon the completion of the registration. Parents receive the letters in their preferred language. All copies are then filed and stored in the admissions office.
9. Describe how your school ensures that placement parent notification letters are distributed.
As school practice, the program choice happens right after the orientation, so the letters are completed in the building and collected upon the completion of the registration. Parents receive the letters in their preferred language. The guidance counselor is responsible for this process.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
At MS 328 all ELL related documents are kept in the student's cumulative record. Additionally, we maintain an ELL Binder which also contains any ELL documents. This binder is kept in a central location for ease of review. This is done in compliance with Chancellor's Regulations A-820, new mandate of CR part 154.2 and The Family Educational Rights and Privacy Act.

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.
ELL teacher leaders and SETTS teachers pull students from literacy extension blocks to administer the NYSESLAT. ELLs also may take the NYSESLAT in ELA class or Social Studies. All ELLs complete all sections of the NYSESLAT each year.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
At the beginning of the school year, prior to September 15th, continued Entitlement Letters are sent via mail to parents of students who continue to be entitled to ELL services (based on the NYSESLAT). These letters are sent in the preferred language of the parent. The guidance counselor is responsible for this process.
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).
Over the last two years, parents have increasingly requested that their students be placed in the ESL program rather than the bilingual program. Our Parent Survey and Program Selection data reflects this preference. At MS328 we offer all 3 models of bilingual education: Transitional Bilingual, ESL and Dual Language. All 3 program models are aligned with parent choice. As previously mentioned, 89% of our ELLs are Spanish speaking ELLs, so we are able to meet the needs of the parents and the community.

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.
At MS328 we provide self-contained and push-in ENL to our students. The integrated ENL is taught dependent upon the student's proficiency level. In grades 6 to 8, at the entering, emerging and transitioning levels, integrated ENL with ELA is provided; at the expanding level, the integrated ENL is with any content area that best meets the needs of the student. Students in freestanding ENL program are instructed in English with support in native language to the extent possible. Students are grouped heterogeneously.
 - b. TBE program. *If applicable.*
In our TBE program, students transfer home language skills to English by spending instructional time primarily in the home language before steadily transitioning to English. At the beginning/entering level, TBE students receive 75% of instruction in their home language and 25% in English. As a student's English proficiency increases, more of his or her instructional day is spent learning in English. Our teachers must make several considerations when determining which language is best to teach certain concepts. Teachers must consider carefully the intellectual demand of concepts, student familiarity with concepts in the home language and English, and the academic language required for using and mastering concepts.
 - c. DL program. *If applicable.*
In our Dual Language Program students receive half of their instruction in English, and half of their instruction in Spanish/target language. Language is taught through content areas as well as through literacy. Our students spend 50% of their instructional time with a target language (Spanish) immersion teacher who uses only the target language. The remaining part of the day is spent with a teacher who instructs only in English.
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)?
Explicit ENL, ELA and HLA instructional minutes are delivered in each program model in compliance with Grades K-8, CR Part 154. Our TBE classes include heterogeneous levels of proficiency. These TBE classes receive 10 45-minute periods, or 450 minutes, of English language instruction per week. This exceeds the mandate of 360 minutes. Also, our TBE classes follow the guidelines of the New York City policy that mandates that students with limited English proficiency are instructed as follows: 25% in

English language development and 75% in their native language as beginners in content areas other than English. As they increase in English proficiency, content other than English instruction transitions to 50% English/50% Spanish. Finally, at the advanced level of English proficiency, instruction will be at 75% English/25% Spanish. Essentially, our TBE students are taught language arts using a blend of ENL, ELA and NLA, and they receive content-area instruction in their native language and English using ENL strategies. We acknowledge that allowing ELLs access to content in the native language provides them with a way to construct meaning in English. Therefore, teachers strategically use native language as a support structure for ELLs to clarify, build knowledge, extend comprehension, and bridge experiences through technology, native language materials, and flexible groupings. The percentage of classtime taught in the native language steadily decreases as students develop English proficiency and the necessary literacy skills to participate fully in all-English content courses.

Our free standing English as a New Language (ENL) Program offers students all instruction in English in self-contained classrooms. Within this program, language arts is taught using ENL and ELA methodologies. Content-area instruction is in English using ENL strategies. Native language supports are used to enrich comprehension. This program has been designed under the New York State Guidelines: 180 minutes of ENL instruction (4 periods of 45 minutes each) for children at an advanced level of English and 360 minutes of ENL instruction (8 periods of 45 minutes of each) for children at a beginner/intermediate level of English. In fact, we offer 10 periods (45 minutes each) of ENL and ELA instruction per week for every student.

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.

In ELA, teachers focus on implementing the literacy shifts within our common units of study across content areas and grades. Because all students engage in the same school-developed common units (for each grade and subject), all students must have access to grade-appropriate complex texts. One way to give ELLs (89%) as well as our non-ELLs (11%) access to our common units of study is by building vocabulary. Our teachers build vocabulary by focusing on teaching students how to use close reading strategies to jointly and independently construct meaning. Our ELA teachers scaffold their instruction for ELLs by focusing on high-frequency academic language and words related to unit concepts, as well as limiting the number of words per lesson, providing learner-friendly definitions, and using various graphic organizers to support visual learners. Within both our Bilingual and ENL programs, the content area teachers use a sheltered instruction approach to teaching our ELLs. Content teachers provide language support, as well as standards-based instruction, in order to build knowledge of academic language, content, and performance within our ELLs. Learning objectives are aligned to the Common Core Learning Standards (CCLS). ENL and content area teachers have common planning time. For our ELLs that require push-in services, the ENL teacher aligns this support with the content objectives and learning goals, and provides scaffolds to support students in learning academic language and content knowledge. Content area instruction consists of Science and Social Studies, using the Sheltered Instruction Observation Protocol (SIOP) model. This means that students receive a content objective as well as a language objective during every lesson. In the bilingual homerooms, Science and Music are taught in the native language. Social Studies is taught in English for all classes. ESL content area teachers co-plan with the general education content teachers to support and identify the themes and enduring understanding to prioritize when implementing the curriculum.

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

M.S. 328 administers formative assessments to all students in 6-week cycles. The assessments are created in Spanish for math and science on each grade. We order the appropriate number of state tests in Spanish and other available languages. We reach out to the office of translation where necessary for languages not covered. NLA teachers also frequently assess their students on skills related to those students are studying in ELA classes, to ensure that students are staying on track with the skills for which they are cognitively, but not linguistically, ready. Assessing students' comfort with these skills in their native languages ensures that they are appropriately evaluated in their native languages even more frequently.

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

We ensure that our ELL students are appropriately evaluated across all four modalities of English acquisition throughout the year by having teachers regularly collaborate during weekly Teacher Team Meetings to design lessons where students meaningfully interact with each other and are exposed to meaningful text. Students regularly work in pairs and groups to discuss complex texts, to find and analyze text-based evidence, to create shared writings, and to analyze their own and peers' writing. Structured opportunities for student collaboration ensure our ELLs are actively using all four modalities to develop English proficiency and engage in the tasks embedded in our common units of study.

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

We differentiate instruction for our SIFE students by connecting students' prior knowledge and/or real world connections to their current learning. Our teachers use multiple entry points in their lessons, often including videoclips and powerpoint slides to

build background and contextualize concepts and texts. Teachers choose engaging topics and/or connections to enhance understanding and to further promote academic language. In addition, our teachers use purposeful groupings in order to develop students' critical thinking and collaboration skills. These students receive the mandated 360 minutes as per CR Part 154.2. Testing accommodation for ELLs and Former ELLs are made for all assessments included NYS ELA and content-area assessments.

For our newcomers and developing students, English language development is supported through scaffolding and differentiation strategies as teachers engage newcomers in our units of study. We also conduct intensive training of English language skills that includes the four areas of development: understanding & listening comprehension, speaking, reading and writing. Intensive English language skills development occurs during individual and small group work. Newcomers also participate in an after-school and Saturday academy to further enhance their academic language.

For our long-term ELLs, we provide them with many opportunities to use the language they are learning by actively engaging in collaborative, interactive, performance-based classroom activities. Teachers also build language into the content areas by having the students continuously write in their journals, reading logs, use manipulatives, make content-specific word walls with illustrations and create class-made dictionaries with content-specific vocabulary. These students also attend after school and Saturday academy.

For our former ELLs, teacher collaboration with the ENL teacher is key. Differentiation of Instruction includes purposeful groupings, use of video clips and realia to build background knowledge and provide context, and regular AIS instruction to provide one-on-one or small group support. These students are invited to participate in after school activities and Saturday academy.

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.
Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. 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 must 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 must consult with the superintendent or his/her designee. Final decision notification must 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?
ELL-SWDs are served by an Individualized Education Program (IEP). An IEP team determines a student's eligibility for special education services and the language in which special education programs and services are delivered. ELLs who are also students with disabilities (SWD) receive accommodations that apply both to ELLs and SWDs, as appropriate. ELLs with disabilities are not exempted from the NYSESLAT, and may use the test modifications and accommodations as detailed on their IEP when taking the NYSESLAT. ELL status cannot be the determinant factor for special education eligibility. Response to Intervention (RTI) approaches should be applied to ELL students who enter with lower levels of proficiency in the home language, or if anticipated progress is not noted after a reasonable time period. ELLs with disabilities must receive the required level of ELL services, although program placement and parental option procedures may be different for special education programs and services, and are facilitated by the Committee for Special Education during IEP meetings.
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?
We enable ELL-SWD to achieve their IEP goals and attain English proficiency within the least restrictive environment by offering ICT (Integrated Co Teaching) classes in each grade. By providing students with the instructional program recommended within their IEPs, students are ensured instruction in the least restrictive environment that also supports their English language development. ICT classes follow the same common units as all general education, ENL and Bilingual classes.

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 <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (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 <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	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.					

*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.



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

Chart

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 <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (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 <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> 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.

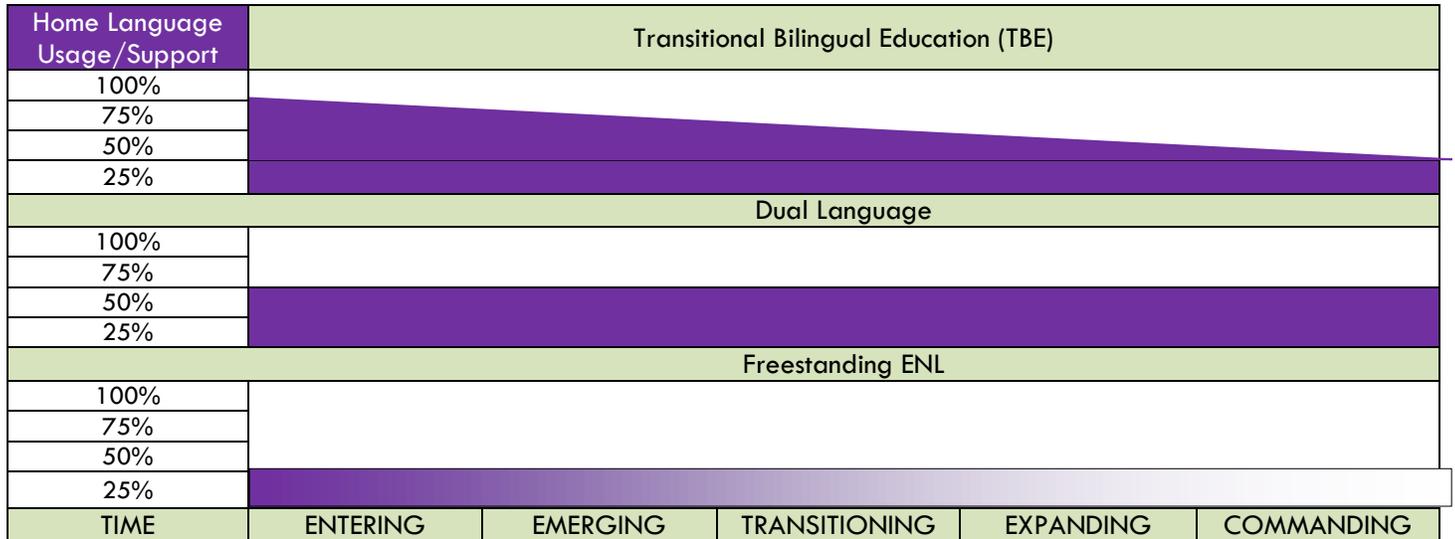


*Note “other approved services” does not apply to New York City at this time.

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.



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. 89% percent of our students are English Language Learners or former English Language Learners. It is our priority to ensure that the needs of our population are met. Our ELLs have access to all the instructional and extracurricular programs at our school. We use our Title III- Targeted intervention funding to provide additional support outside of the mandated services. English instruction is provided from Wednesday through Friday from 2:30 pm until 4:00 pm. On Saturdays we provide additional support in mathematics from 8:30 a.m. to 12:30 p.m. ELLs identified by their scores on state ELA and Math exams as needing or benefitting from additional support are grouped to work with their current after-school content teachers for intervention. The focus in the ELA after-school intervention are reading comprehension strategies and writing development. Students also receive Math intervention during the after-school intervention program by a current math teacher in small groups of students. Newly arrived bilingual students with deficiencies in Spanish (or who are identified as SIFE) receive intervention during "after-school" with the NLA teacher. An ELL after-school program is also offered for additional support in reading, math and Spanish literacy for all students in addition to enrichment activities. Social Studies is taught by a licensed ESL teacher. They focus on using the SIOP model. They identify big themes and enduring understandings that need to be prioritized. In science students are taught in their language where appropriate. The teachers are focused on high-level cognitive engagement and discussion strategies. They use labs to ensure that students have concrete examples of theories explained in class. NLA teachers focus on using Understanding By Design to plan their lessons. They meet twice per week in collaborative planning and they ensure that their NLA lessons are aligned to common core standards.
- All of the materials used during the instructional day, AIS and after school are all based on needs of each student.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program has been effective in that it allows differentiation of students by individual need. Students are assessed regularly and placed accordingly. Students receive five 48 minute blocks of core ELA, Math, Science/Social Studies instruction, not taught by an ESL teacher, in addition to the ESL requirements of ESL instruction. The classes are focused on academic vocabulary, questioning and discussion strategies and scaffolds, multiple points of entry for writing in all subjects, and inferential and close reading strategies.
12. What new programs or improvements will be considered for the upcoming school year?
- We plan on using the Sound Reading Solution Program which offers 5 level appropriate solutions designed to systematically teach the fundamentals of reading. The activities are delivered online allowing students to work during RTI periods, after school and Saturday Academy.
13. What programs/services for ELLs will be discontinued and why?
- N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our ELLs are afforded equal access to all school programs with additional supports. These programs are both academic and social. ELL homerooms are located within the same grade level areas as other homerooms and as such have equal access to postings of after-school and supplemental activities. All students receive notices, flyers, and application forms for all activities. ELL homerooms are taken into the same considerations when opportunities arise e.g. participating in "City Track" program, Junior Achievement, Yearbook Staff, and all school sports teams.
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.
- All our classrooms are equipped with smartboards. Students have access to a computer lab, laptops and ipads. All teachers are encouraged to incorporate technology into their instruction to support comprehension, differentiation for student modality strengths, and to build student's exposure and skillset in preparation for 21st century learning and workplace. Most teachers use computer projectors in the classroom to present part or all of their lessons. Students in both bilingual and ESL homerooms use the school's computer lab or Macbook carts to learn and produce artifacts using a variety of Microsoft Office programs.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- Home language support is delivered as follows: In the TBE program, standards-based literacy instruction is provided in the native language and in English for the duration of our student's enrollment in a TBE program. In freestanding ENL, language development and content instruction are supported in the native language in order to enrich comprehension. In Dual Language, students receive instruction in both languages. (50/50)
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- In both our Bilingual and ENL programs, ELLs engage in the same grade and content-level appropriate common units of study as their English speaking peers. All Sound Reading program materials are developmentally appropriate and proficiency levels were determined by administering a placement test.

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).

In August, students are invited to an open house wherein they participate in a school tour. Students are then paired with a buddy to ease the transition. Our parent coordinator, guidance counselor, teachers, assistant principal, and principal participate in all activities.

19. What language electives are offered to ELLs?

The only language elective offered at MS 328 at this time is Spanish.

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)?

Since the majority of our students are ELLs (89%), the Dual Language Model we use is Developmental Bilingual Education.

Program Description: The Developmental Bilingual Education Program develops non-native English speaking students' fluency and literacy in English and their native language. The program also helps students to succeed in academic subjects. The program emphasizes the development of full bilingualism.

Instructional Goals: To meet academic achievement standards for grade promotion and to become bilingual and biliterate.

Program Components:

Students receive Reading and Writing in English.

Reading and writing in their native language.

Specialized instruction in ENL.

Social Studies is in English and native language.

Mathematics in English and native language.

Science is in English and native language.

All students receive at least seven periods of Dual Language instruction in the target language in each grade. English Proficient Students and ELLs are integrated during the entire instructional day. A sample schedule for a beginner ELL include: 1st Period: Native Language Arts 2nd Period: Math 3rd Period: ELA (ESL push-in) 4th Period: Music 5th Period: Social Studies (in Spanish) 6th Period: ELA 7th Period: Small Group ESL (Science is included also, however, not on this particular day). The target language, Spanish, is the language of instruction for both Native Language Arts and Social Studies. The Dual Language model of instruction for ELA and NLA is a modified side-by-side approach, as skills taught during ELA are reinforced in NLA. Emergent literacy is addressed through a simultaneous approach.

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.)
Middle School 328 provides ESL strategies professional development sessions to the entire faculty during our Summer Institute, Professional Development days, Faculty Conferences, weekly grade and subject area meetings. These training include but are not limited to: ExC-ELL practices, Achieve 3000, Multicultural Awareness, and Literacy Circles. In addition, special education teachers and paraprofessionals have received training in Rigor and Wilson.

Professional Development Plan: Manhattan Middle School for Scientific Inquiry demands that its staff serve as quality role models for the student body. MS 328 requires that each staff member submit a professional development plan on a 1-year and 3-year basis. These plans will be developed in collaboration with the curriculum director and principal.

Technology Training: Teachers of Manhattan Middle School for Scientific Inquiry will need ongoing training on how to use MAPP, ExC-ELL, Ellis and Accelerated Reader. In addition, teachers effectively need to learn how to track students academic progress. The training will include: how to use technology for individualized instruction and assessment and how to use reports for intervention and program monitoring; how to use curriculum content to address specific state standards.

University Partnerships: Manhattan Middle School for Scientific Inquiry maintains a relationship with Columbia University, City College of New York, Lehman College of New York, and a variety of other post-secondary institutions which offer graduate level programs in bilingual education. This will significantly enhance the professional development opportunities available to our staff. Furthermore, MS 328 will have the capability to serve as a “real-world” resource for those institutions of higher learning.

MS 328 Data Inquiry Team

The data inquiry team has set upon the task of developing a school culture that generates, analyzes and uses data to better inform our pedagogical practices at MS328. This has been a multifold process that incorporates every aspect of our school's operation. In addition to tracking our schools' performance on standardized tests, predictives and ITA's, we have begun to analyze our students performance in the classroom, to implement strategies that we feel will assist their academic performance, and to construct a school culture in which teachers collaborate on ways to achieve best practices in our target areas. We also have looked at infrastructural issues that both assist and inhibit our ability to maximize the effects of our strategies.

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?

Goal: Provide intensive, sustained, professional development

Objective: 1. Conduct on site training sessions for all participating instructional staff on how to use the teaching system

Objective: 2. Conduct on site training sessions for all participating instructional staff on accepting student reports

Objective: 3. Conduct on site training sessions for all participating instructional staff on how to use MAPP, ExC-ELL, Wilson, AR

Objective: 4. Conduct on site training sessions for all participating instructional staff on how to use new educational software learned from workshops attended.

The professional development opportunities listed above encompass some of the offerings for teachers of ELLs in supporting ELLs as they engage in the Common Core Learning Standards. All professional development opportunities are grounded in the Danielson system, which effectively prepares students for the Common Core Learning Standards' level of rigor. The Questioning and Discussion, academic vocabulary, Close Reading techniques, independence, and using assessment in instruction professional development opportunities will be offered all year, helping teachers support ELLs in deeper and deeper ways.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
A goal setting initiative is being tested to support all 6th graders (including ELLs) make the transition from elementary to middle school. The 8th grade ELL homeroom teachers work closely with the guidance counselor to provide direction on understanding and using the high school directory. The high school directory is available and provided to all ELLs in their native language. A workshop is provided to all parents of 8th grade ELLs to explain the high school selection process, to provide information on bilingual and ESL programs in high school, and guidance on completing the high school application form. The guidance counselor attends a professional development annually in facilitating the transition of our students moving from middle to high school at the borough field support center.
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.

MS 328 follows the mandate of providing school-wide professional development workshops per academic year. Also, teachers have weekly common planning time imbedded in their programs. Topics include scaffolding ESL methodologies into instruction, shared understanding of what are access points for ELLs, checks for understanding to enable grouping of students, Deepen student interactions and discussions so that students take ownership of their learning, Use of exemplars across grades and across curriculums, more reading and writing incorporated into every lesson and creating a print-rich, literate learning environment for the ELLs. Records of these meetings are in the form of minutes. Our school has a mandated template that captures teachers' discussions, professional development, and work in these teams. These minutes are shared on our googlegroup school community.

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?

Our parents' needs are addressed through the monthly meetings with our Parent Coordinator. Our Parent Coordinator facilitates two-way communication with parents and coordinates activities among the staff, School Leadership Team, and Parents' Association. The Parent Coordinator is also involved in the initial orientation sessions, as well as focus groups and training workshops for parents. Our Parent Coordinator speaks Spanish, as do most our parents, and is available during school hours and via telephone during after school hours. Teachers also use their parent engagement time on Tuesdays to communicate with ELL parents on their child's progress.

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.

Paste response here:

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

The parents of our ELLs are strongly represented at our workshops and at school events. They are usually very responsive to teachers and they seek to proactively address issues with the students. We work very close with our bi-lingual parent co-ordinator to ensure that our parents are aware of the services in their community. Parents of ELLs are invited to participate in all meetings and initiatives of the Parent/Teacher Association and are represented on the School Leadership Team. Parents of ELL students also participate in multiple workshops provided by the ELL team (for example during open school night and selection of high schools). Our parent coordinator facilitates parent and student Weekend trips to the Bronx Zoo, Aquarium, Botanical Gardens, etc.

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

We work closely with our community based organization, Beacon. One of our para-professionals leads the Beacon during after school hours and merges our school wide activities with Beacon. Our Parent Coordinator works after school in the Beacon program providing our parents with ENL classes. Parents participate in the Maestro en Casa facilitated by our Parent Coordinator. This program MATT Maestro en Casa is a practical and simple English-language learning and life skills program. Basic English lessons will help adult learners navigate common American situations and systems, thus allowing English-language learners to interact at a higher level in their daily activities. Parents will learn English from the privacy and comfort of their own homes for a period of 20 weeks, instead of having to attend a class at a specific location. The lessons are supplemented and enhanced with six culturally effective comic book-style workbooks, each covering a different subject.

We are part of Urban Advantage. Urban Advantage (UA) is a standards-based partnership program designed to improve students' understanding of scientific inquiry through collaborations between urban public school systems and science cultural institutions such as zoos, botanical gardens, museums, and science centers. We believe that their extraordinary scientific and cultural resources convey a true "urban advantage." Traditionally, these institutions have supported formal science education goals only indirectly. UA involves institutions outside the formal education system that support the science-specific goals of the public school system.

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

Our parents' needs are heard addressed through the monthly meetings with our Parent Coordinator. We also analyze the data from our Learning Environment Survey. This survey data provides information on parents' opinion regarding our academic and social programs, the progress of our school, and expertise of our teachers.

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

We offer parents Professional Development classes in computers: Excel Program, Internet, etc. Parents also participate in ELA and Math workshops. These workshops are designed to help parents better understand ELA and math in order to help their child.

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: Manhattan M.S. for Scientific

School DBN: 06M328

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)
Olga Quies	Principal		1/1/01
James Cole	Assistant Principal		1/1/01
Herminia Saldana	Parent Coordinator		1/1/01
C. Mullee	ENL/Bilingual Teacher		1/1/01
Moises Caban	Parent		1/1/01
S. Marin	Teacher/Subject Area		1/1/01
S. Ramirez	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
K. Martinez	School Counselor		1/1/01
Manuel Ramirez	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: **06M328** School Name: **Middle School 328**
Superintendent:

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.learnedoe.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.

Over 75% of our parents have identified Spanish as their primary language. This has indicated to us that every written notice must be in both English and Spanish and that every meeting requires Spanish translation. During registration, non-English speaking parents are provided with a home identification language in their native language. We document the languages that are present in our school and work with the DOE translated using the DOE Translation & Interpretation Unit as needed. The unit is used for translation of assessments analysis and progress reports. Continued collection of data informs the school of those parents/guardians who are in need of written translation and oral interpretation. Based on information from the home language survey, information regarding the language the parent speaks and writes is entered into ATS. Our school secretary reviews the data on a regular basis to check on missing or incorrect information in ATS. Information regarding parent language abilities are located in ATS. Our secretary regularly runs a report in ATS which indicates missing information. She is then able to follow up if the parent language is not listed in ATS.

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.

A review of the home language surveys indicate that the majority of parents speak and read Spanish which mandates that all letters are sent home in English and Spanish. Many staff members speak both English and Spanish which is the major language in the school's community. Communication between

school and the community is always in both languages, Spanish and English. All public meetings and parent association meetings are conducted in both languages. In the event we might have speakers of other languages i.e. Arabic, French, Haitian Creole, etc., we will contact the Office of Translation Services to help us. The Interpretation and Translation Unit will be contacted if we need a speaker of American Sign Language.

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.)

All documents and correspondence to parents such as announcement letters, trips, after-school programs and activities, NYS Testing dates, school closings, Open Houses, Parent-Teacher Conference notices, etc. are all disseminated in English and Spanish. ,

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.

1. During registration, parents or guardians of new arrivals.
2. Parent-Teacher Conferences
3. Open Houses
4. Curriculum Nights
5. Parent Outreach Tuesdays afterschool.
6. Workshops
7. School Tours
8. Attendance Teacher follow-up
9. 8th Grade High School Selection Process with Guidance Counselor
10. Dean follow-up regarding discipline and behavior
11. ANY documents containing critical information regarding a student's education.

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.

Translators are available at all times. Parents have full access to school activities and information regarding their children's' academic performance. A large number of people on staff speak Spanish and we also have staff members who speak French and Haitian Creole. Parents have full participation in school events as all activities are conducted in Spanish and English. Parents receive all letters and forms about school activities in the language that they speak. The above mentioned information is also revisited during parent association monthly meetings.

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.

At MS 328, we will meet parent interpretation needs in-house by school staff. In the event that we cannot meet said needs, we will then use over-the-phone interpretation services which are available to all schools and offices during regular business hours in over 150 languages. These services can be accessed by contacting the T & I Unit but are provided by a contracted vendor. We will access the Language identification by either:

- A DOE staff person identifying the language
 - The limited English proficient parent identifying their language from a Language Identification Card
 - The vendor identifying the language with the use of specialized linguists over the phone
- Interpretation services also must be provided at the following citywide meetings:

- Panel for Educational Policy meetings
- Citywide ELL parent meetings
- Citywide/Community Education Council meetings
- Other citywide parent meetings organized by central offices

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.)

Staff will be trained on use of translation services through professional learning during our Monday/Tuesday set aside time by using the training module which includes information on:

- The school's role in facilitating the provision of Language Access services
- Accessing translation and over-the-phone interpretation services from the Translation and Interpretation Unit
- Obtaining translated signs for posting and Language Identification Cards for identifying parent's primary language
- Resources and support available from the T & I unit
- Accessing school translation funds and options for using these funds

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

The T & I Unit distributes multilingual posters to all DOE public schools at the beginning of each school year. Schools are required to post these posters in a highly visible location. MS328 will post this information in the main office. These posters provide LEP parents instruction on where and how to obtain interpretation services. The Unit also makes available, on its website, additional multilingual signage (including directional signs) that schools and offices can download, print and post. FACE conducts spot checks on schools throughout the year to ensure that appropriate translated signs are visible to parents who visit the school.

The DOE makes available to parents the Parents' Bill of Rights and A Parent's Guide to Special Education in the covered languages. Both documents make parents aware of their rights to languages services. These documents are distributed to parents at the beginning of each school year.

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)

We will gather information from parents through:
School Survey for Parents
SLT
Parents' Association