

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **28Q358**

School Name: **28Q358**

Principal: **BRENDAN MIMS**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Middle School 358 School Number (DBN): 28@358
Grades Served: 6th
School Address: 88-08 164th Street
Phone Number: 718-558-6245 Fax: 718-558-6245
School Contact Person: Brendan T. Mims Email Address: Bmims2@schools.nyc.gov
Principal: Brendan T. Mims
UFT Chapter Leader: Devin Barbee
Parents' Association President: Jessica Reyes
SLT Chairperson: N/A
Title I Parent Representative (or Parent Advisory Council Chairperson): Celia Boothe
Student Representative(s): N/A

District Information

District: 28 Superintendent: Mabel Sarduy
Superintendent's Office Address: 90-27 Sutphin Boulevard
Superintendent's Email Address: msarduy@schools.nyc.gov
Phone Number: 718-557-2618 Fax: 718-557-2623

Borough Field Support Center (BFSC)

BFSC: Queens Director: Marlene Wilks
Director's Office Address: 82-01 Rockaway Boulevard N.Y. 11416

mwilks@schools.nyc.gov

Director's Email Address:

917-520-6743

718-281-3509

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Brendan T. Mims	*Principal or Designee	
Devin Barbee	*UFT Chapter Leader or Designee	
Jessica Reyes	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Marie Ajax	Member/Parent	
Abigail Brown	Member/Parent	
Chakema Ward	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Isabel Henderson	Member/Parent	
Naviha Ponce Paz	Member/Teacher	
Sonia Kendall	Member/Teacher	
Chris Jacob	Member/ Teacher	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Middle School 358 is located in district 28 at 88-08 164th Street in Jamaica, New York. For the 2015-2016 school-year all seats were unscreened and all seats were occupied by former 5th grade students throughout district 28. Prior to designing the school, the principal analyzed district trends in English Language Arts (ELA) and Math scores for 5th grade students. The district was divided into three sections, the north, central, and south. Looking at the 5th grade ELA scores from each geographic section of the district formed the school's theory of action. The average 5th grade ELA score in the north was 2.89, in the central section it was 2.67 and in the south it was 2.00. Since all students in the district applied to M.S. 358 literacy is an important part of the instructional program at M.S. 358.

There are 130 6th grade students for September 2015. 20 students with Individualized Education Programs (IEPs) and 24 students are English Language Learners (ELLs). Based on the average percentage of ELLs and Students with Disabilities (SWDs) in district 28, 10.9% and 15.3% respectively, M.S. 358 will have a higher ELL and SWD population.

Based on the needs of the district, evidenced by the range of 5th Grade ELA Proficiency from 2.00-2.89, and based on a projected population of ELLs and SWDs above the district average, a literacy focus for M.S. 358 will support all learners. These sources of data informed the theory of action for the school.

At MS 358, we believe that students learn best when they are able to apply their learning to real-life situations and problems. When students have opportunities to access learning (content) and transfer that knowledge to the appropriate setting (context) it is evident that new learning has taken place. We believe that this new learning that students experience is best communicated in the following ways through our 3P learning philosophy, "Passionate speaking, Purposeful writing, and Powerful presentations."

M.S. 358's instructional focus for 2015-2016 is, "If teachers design lessons and deliver instruction that incorporates "Purposeful writing" activities and opportunities for "Passionate speaking" then students will be able to make their thinking and reasoning visible through writing, speaking and other work products.

When students are able to articulate new learning, to convey their thinking, through passionate speaking, it is evident that they grasp key concepts and content. Using language appropriately, applying content in the correct context and demonstrating the use of technical vocabulary in specific disciplines are key indicators of academic success.

At MS 358 we believe in engaging students in purposeful writing as an effective strategy through which students can write to learn. When students develop their ideas, apply critical thinking to express new learning through writing skills

and incorporating writing to learn enables students to experiment every day with written language and increase their fluency and mastery of written conventions.

At M.S. 358, we believe in supporting student learning through rigorous instruction that incorporates passionate speaking, purposeful writing, powerful presentations , and digital literacy through STEAM. We believe in providing a safe, nurturing environment that supports growth in which all students take intellectual risks, think critically and work collaboratively to solve real world problems or conduct research . As future leaders of the 21st century, our students will purposefully engage the local community, parents, and stakeholders as they progress on the continuum of college and career readiness and beyond.

Partnerships that will support the mission and theory of action ,

Code.org Project GUTS (Growing up Thinking Scientifically) Blended Learning Institute – This partnership with iLearnNyc will support STEM with integrating Computer Science in Science courses. This partnership will support closing the achievement gap in STEM fields for students of color and young girls.

Arts Matter Initiative- This partnership will allow M.S. 358 to bring a dance teacher to the school starting year one. This partnership will make the art program affordable for a growing school because we will partner with The Howard Beach school in district 27 to split the teacher’s salary. For the first two years of the program central will pay 50% of the salary. This partnership will give students opportunities to express themselves through art and address the needs that were surfaced in the surveys during the design phase.

C.U.N.Y. York College- Dr. Schillinger, Clinical Professor from the College of Education at York College, has partnered with M.S. 358 to support academic language and literacy. M.S. 358 will be a part of a multi-year pilot program that will provide training to teachers, resources, and education majors to provide field services, and other resources to impact on academic language and student achievement. This partnership will support the 3P learning philosophy.

Queens Library Merrick branch- This partnership will support literacy and parent-student partnership through reading. All students at M.S. 358 will receive a library card from the Queens Library during the first month of the school year.

Achieve 3000- This partnership will support literacy and increasing student’s lexile levels.

Think CERCA- This partnership will support students with making claims and citing evidence to support their rationales.

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

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

Part 1 – Needs Assessment

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

Based on the information in the overview, the need that is evident for M.S. 358 in the Capacity Framework element of **Rigorous instruction** is literacy. Looking at the 5th Grade ELA state assessment results and item analysis, CCLS RI 6.1 and RL 6.1: “Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.” is a school-wide area of growth.

The M.S. 358 Instructional Cabinet will need to meet frequently to evaluate CCLS aligned curriculum in all subject areas to ensure that students have opportunities to cite evidence and provide support.

M.S. 358’s teachers will need to participate in common planning time to align curriculum to CCLS.

We will need as software program to give students opportunities to read and write in school as well as at home to improve their lexile levels.

Part 2 – Annual Goal

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

By June 30th 2016, there will be a 10% increase in the number of 6th grade students reading at or above 955 lexile range as measured by the pre and post Achieve 3000 data results.

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) 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?</p>
<p>Teachers will participate in common planning time to design units and lessons aligned to CCLS.</p> <p>Teachers will provide small group instruction to students.</p> <p>Teachers will model annotation of texts</p> <p>Students will use Achieve 3000 at school and at home and there will be benchmarks for the program.</p> <p>Students will participate in independent reading inside of ELA classes</p> <p>The principal will support teachers through cycles of professional learning and analyzing students' work to inform next steps with planning.</p> <p>The instructional coach will support teachers with planning and delivering instruction.</p> <p>Read First program will have incentives students to read</p>	<p>Teachers and all students</p> <p>Teachers</p> <p>Teachers</p> <p>ELA and Math teachers and students</p>	<p>September 9th - June 30, 2016</p> <p>September 9th - June 30, 2016</p> <p>July 2015- June 2016</p> <p>September 2015- 2016</p>	<p>Principal and Lead Teachers</p> <p>Principal and all teachers</p> <p>Principal and Dr. Schillinger from York</p> <p>Principal and lead teachers</p>

The instructional cabinet will analyze data to monitor achievement gaps between students with disabilities, English language learners and their peers. This data will inform RTI (response to intervention) exclusively with Tiers 1 and 2.	Teachers protocol.	September 9 th – June 30 th 2016	Principal and teachers
Work shops will be conducted for parents during Parent Association meetings and on Tuesday afternoons. These workshops will provide parents with strategies for supporting students with citing textual evidence and engaging in conversations about reading activities.	Families, community members	September 9 th – June 2016	Principal and teachers

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.											
The resources provided in Tax Levy, Fair student funding, will support M.S. 358 achieving this goal for rigorous instruction. Tax Levy, Fair student funding, will support common planning time being built into all teachers’ schedules. This funding will be used for teachers to design lesson plans and unit plans.											
Title 1 TA will support professional development for using Achieve 3000 and to support teachers with delivering instruction in ELA. The Achieve 3000 metrics will support us with data driven baselines and results.											
Tax Levy OTPS New school will support the resources and technology needed ie laptops to provide services for Achieve 3000											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In February/ March 2016 the Instructional Cabinet will meet to analyze Achieve 3000 data and grade wide assessments to determine if we are approaching our goal. The data will support the school’s decision to have a Saturday Academy and/or after-school intensive programs.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Based on the information in the overview and communicating with parents about students and surveying students, an area of need for M.S. 358 in the Framework for Great Schools element of **Supportive Environment** is with supporting students with making good decisions in social contexts. Students transitioning from elementary school to middle school have been challenged with decision making and students need time in small groups with teachers to inform their ability to make good choices.

Teachers will need to meet frequently to discuss advisory curriculum

Teachers will need to collaborate and share anecdotal evidence for student behavior

The Principal will need to identify opportunities for students and teachers to interact outside

Teachers will need to create an incentive program to promote positive behavior

Teachers will need professional learning opportunities with connecting to adolescents

Part 2 – Annual Goal

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

By June 30, 2016, 100% of students will participate in the Leader in Me Program through advisory clubs as measured by 70% of students increasing one level of rating for at least 3 Habits of Highly Effective People as evidence by the Pre and Post survey for the Leader in Me program.

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 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?</p>
<p>Advisory will meet twice a week and The Leader in Me curriculum will be implemented to support students with decision making and leadership. The 7 Habits of Highly Effective People :</p> <ol style="list-style-type: none"> 1. Be Proactive- Take responsibility for your life 2. Begin with the end in mind- Define your mission and goals in life 3. Put first things first- Prioritize, and do the most important things first 4. Think win-win- Have an everyone-can-win attitude 5. Seek first to understand, then to be understood- Listen to people sincerely 6. Synergize- Work together to achieve more 7. Sharpen the saw.-Renew yourself regularly <p>The school will have monthly assemblies to celebrate students who are having success</p> <p>Teachers will lead talent activities that students identify</p> <p>Teachers will participate in professional development for the Leader in Me curriculum</p>	<p>Teachers</p> <p>Teachers</p> <p>Teachers and students</p>	<p>September 9th - June 30th 2016</p> <p>September 9th - June 30th 2016</p> <p>September 9th - June 30th 2016</p>	<p>Principal and Lead Teachers</p> <p>Principal and Lead Teachers</p> <p>Principal and Program Chair</p>

All students will participate in The Leader in Me curriculum. In addition, students with disabilities counseling goals, management needs and Behavior Intervention Plans will be reviewed and updated.	Teachers and students	September 9 th - June 30 th 2016	Teachers
Families will be invited to attend workshops and to attend student led conferences.	Families	September 9 th - June 30 th 2016	Principal and Teachers

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.											
Tax Levy, Fair student Funding, will support the programming of advisory and talent during the instructional day to provide a supportive environment for students.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<p>Progress Monitoring</p> <p>In February 2016, students will complete a student survey in their Advisory. This survey will ask students to self-reflect and evaluate themselves on their progress with the 7 Habits of Highly Effective People. This survey will serve as a mid-point indicator to determine if students are approaching the goal.</p>
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Teachers at M.S. 358 have demonstrated success in the Framework for Great School’s element **Collaborative Teachers** through participating in common planning time to align lessons and units to CCLS. Teacher teams are also beginning to look at student work and discuss trends in student performance. Teachers are also beginning to observe one another. One area that is a need for M.S. 358 is to increase opportunities for teachers to work collaboratively with one another.

Teachers will need to have established protocols for looking at student work

Teachers will need to establish norms for intervisitation

Teachers will need to establish a protocol for intervisitation

Teachers will need support with debriefing intervisitations and discussing evidence

The Principal will need to train teachers on low-inference note taking

The Principal will need to model invitational inquiry questions.

Part 2 – Annual Goal

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

By June 2016, 100% of teachers will participate in three cycles of inter-visitation to provide feedback to enhance best practices in Domain 3, as measured by 50% of teachers increasing one performance rating evidenced by the comparison of the September 2015 and June 2016 ratings, based on the Danielson Framework for Teaching.

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) 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?</p>
<p>Teachers will utilize common planning time to work productively on aligning lesson plans and unit plans to CCLS. Every Friday 4th period is a common planning period for teachers.</p> <p>The instructional coach will conduct professional learning opportunities for sharing practice during prep periods to support intervisitation.</p> <p>The principal will model and support teachers with collecting low inference evidence prior to each cycle of intervisitation.</p> <p>Teachers will lead professional learning opportunities in their area of strength during lunch and learns or Tuesday afternoons from 3:25pm-3:55pm. The teacher's area of strength will be determined by the observation and feedback cycles.</p> <p>Teachers will participate in a professional learning with York College to support academic language and support one another with implementation of best practices through intervisitation and feedback. The York college sessions will take place four times throughout the school year.</p>	<p>Teachers and principal</p>	<p>September 9, 2015-June 30, 2016</p>	<p>Same as Rigorous Instruction and Supportive Environment for Teachers</p>
<p>Teachers of students with disabilities and English Language Learners will participate in professional learning sessions and team meeting sessions. In addition, each professional learning session will address strategies for students with disabilities and English Language Learners. Teachers will also participate in inter-visitations so that the general education, special education, and ESL teachers can observe the best practices of their colleagues.</p>	<p>Teachers</p>	<p>September 9, 2015- June 30th, 2016</p>	<p>Instructional coach and teachers</p>
<p>The Goal is not applicable to parents</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

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.											
Tax Levy source of funding will support collaborative teachers with having common planning time and designated periods for intervisitation built into teachers programs.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In September 2015, all teachers completed a professional learning reflection template for the school year. In February 2016, all teachers will revisit the template and respond to a survey that will ask them to reflect on the document they completed in September. This survey will specifically ask questions about the intervisitation cycles and how they have impacted on their planning and preparation as well as their practice. Based on the results of this survey the instructional cabinet will adjust the professional learning plan to give targeted support to teachers who have not increased in their performance rating for Domain 3. The Advance Dashboard will also be analyzed by the principal to analyze trends in teachers' practice individually and collectively. This data will support decisions for differentiated professional learning opportunities.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

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?</i></p>

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.

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

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?</i></p>

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.

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

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

Part 5 – Progress Monitoring

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

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

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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)	Based on teacher anecdotal evidence and Achieve 3000	Close readings and Achieve 3000 computer technology strategy	Small group and/or one to one	Tier 3 intervention Before school and after school
Mathematics	Based onl, teacher anecdotal evidence and course assessments	Blended learning computer technology strategy	Small group and/or one to one	Tier 3 intervention Before school and after school
Science	Based on teacher anecdotal and course assessments	Blended learning and computer technology for science support.	Small group and/or one to one	Tier 3 intervention Before school and after school
Social Studies	Based on teacher anecdotal and course assesements	Close readings and Achieve 3000 computer technology strategy	Small group and/or one to one	Tier 3 intervention Before school and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Based on teacher anecdotal evidence and Achieve 3000, disciplinary anecdotal evidence, Advisory feedback and parent outreach	Drama and acting out choices and decisions	Small group and/or one to one	During school and after school

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.			
Schoolwide Program (SWP)	X	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>The strategies that will be used to support having Highly Qualified Teachers with recruitment will be to identify those teachers who are multiply certified and list it as a requirement on the job posting. This approach was taken year 1 to have highly qualified teachers who are certified in SWDs and content areas.</p> <p>Teacher retentions will support teachers growing on the school level and with their career goals. Each teacher will have a personal professional learning plan and will earn responsibility by demonstrating ability and capacity to lead teams.</p> <p>Teacher assignments will leverage teachers to use their areas of strength to support student achievement. Teachers with demonstrated success with high needs students will be positioned to support achievement with those assignments. Teachers will be paired with mentors and collaborative teachers based on their areas of strength and areas of growth. Teacher assignments will build teacher capacity, independence, and shared practices.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Professional learning activities will be of high quality and will be incorporated in teacher schedules on a weekly basis. There will be opportunities for teachers to lead areas of Professional learning where they have strengths. Partnerships with York College, Urban Advantage, Achieve 3000 and izeone's Blended Learning Institute will support teachers with high quality professional learning opportunities.</p> <p>Using research from Dr. Drago-Severson, Teachers College, professional learning opportunities will follow the four pillars for adult learning, Teaming, Mentoring, Collegial Inquiry and Providing Leadership roles. There will be ongoing opportunities for all staff members to engage in authentic professional learning.</p>

These strategies for professional learning will be aligned with the QR rubrics Well Developed expectations, the Danielson Framework for teaching and M.S. 358's mission goals.

Common planning time and intervisitation are two professional learning activities that will ensure that content and curricula are aligned to CCLS and the M.S. 358's mission goals.

Part 3: TA Schools Only

3a. Use of Program Resources

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

Participating in the Targeted Assistance program will support the school with addressing level 1 and level 2 students needs during the school day and after the school day. These funds will support professional development for teachers of level 1 and level 2 students to deliver instruction. This funding will also support the school with having tutoring and small group instruction for students to close gaps in their learning. Participating students will be able to meet proficiency through having increased interactions with teachers in smaller numbers.

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).

The coordination of the TA program will complement the school day and students will not be removed from classes to receive services. We have programmed and Achieve 3000 class for every level 1 and level 2 student to support them with reading during the school day. We will also offer four hours of after school tutoring, study hall and academic support for students.

Part 4: SWP Schools Only

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

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

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.

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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 Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **M.S. 358**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **M.S. 358** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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)

M.S. 358 , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

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

III. Student Responsibilities:

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

DEPARTMENT OF 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 28	Borough Queens	School Number 358
School Name M.S. 358		

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 Brendan T. Mims	Assistant Principal N/A
Coach Naviha Ponce-Paz	Coach
ENL (English as a New Language)/Bilingual Teacher Jacqueline Rodriguez	School Counselor Karen Rattner
Teacher/Subject Area Sonia Kendall	Parent Jessica Reyes
Teacher/Subject Area type here	Parent Coordinator type here
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Mabel Sarduy	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	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	130	Total number of ELLs	24	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 type="checkbox"/> 8 <input 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	14	ELL Students with Disabilities	4
SIFE	6	Developing ELLs (ELLs receiving service 4-6 years)	10	Long-Term (ELLs receiving service 7 or more years)	0

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										0
DL										0
ENL	14	6	0	10	0	4	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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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							11							0
Chinese							0							0
Russian							0							0
Bengali							9							0
Urdu							0							0
Arabic							1							0
Haitian							2							0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1							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)						4								0
Emerging (Low Intermediate)						3								0
Transitioning (High Intermediate)														0
Expanding (Advanced)						17								0
Commanding (Proficient)						3								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total						3								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	18	2			0
6					0
7					0
8					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	15		8						0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	7		6		6		1		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:

- 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 determine the literacy skills of our ELLs we use the W.R.A.P and plan on using the Gates-MacGinitie reading and vocabulary assessment. The W.R.A.P provides the independent, instructional and frustration grade reading level of each student. The Gates-MacGinitie provides a reading grade level which is calculated by assessing reading comprehension and vocabulary. Currently we are also using blended learning programs to get deeper understanding of literacy levels of non-fiction reading. Achieve 3000 and ThinkCerca provide lexile levels of our ELLs. This data is shared with all teachers and allows teachers to plan instruction that is comprehensible for the ELL students.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 According to the NYSESLAT and NYSITELL scores of 2015 our current 6th ELL students had the most difficulty with writing, next reading and lastly listening and speaking. This reveals we need to provide ample opportunities for students to write as they are developing English.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Since M.S35 is a new school we have not used the AMAO tool to look closer at our ELL data. The ENL coordinator will attend trainings to understand how this tool (data) supports planning of ESL programs.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

M.S 358 is a new school and students have not taken any assessments for the 2015-2016.

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](#).]
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?
In order to make sure that a child's second language development is considered in instructional decisions all teachers will receive Professional Development to address the needs of ELLs and the ENL coordinator will collaborate with teachers to support with specific strategies from the S.I.O.P model that support ELLs in making content comprehensible.
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?
 N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
M.S358 is a new school that opened in 2015. For future years we will look at the ELA and Math scores and progress in both exams to measure success of our program. In addition we will look at students individually who are achieving commanding on the NYSESLAT exam and compare their results to our expanding and emerging population. Our ENL Coordinator will assess student progress on an ongoing basis using reading inventories such as using DRA, and guided reading measures during Pull Out sessions with students.

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.
As parents come to register their child at M.S. 358, they are given an admission package which includes: The Parent/Guardian Home Language Identification Survey in their language of preference , Residency Questionnaire, Parent/Guardian Student Ethnic Identification Form and the Child and Adolescent Health Examinations Form. Students who arrive to M.S 358 as new admits to the NYS and students who have not been in a NYS public school for 2 years or more will be identified by the ENL coordinator. They will complete the HLIS in the preferred language of communication and will complete a student and parent interview. Students who answer another language other than English for at least one question of questions 1-4 on HLIS and 2 questions in questions 5-8 will be eligible to take the NYSITELL. The ENL coordinator will also train a few staff members on the process of identifying ELLs. Newly admitted students' eligibility to take the NYSESLAT is determined by the results of the NYSITELL. The NYSITELL will be administered within the first ten school days by the ENL coordinator. If the NYSITELL results show that a child is an ELL and their Home Language survey indicates that Spanish is the home language, the Spanish LAB-R is administered to determine the language of dominance. The Spanish LAB-R is administered by a Spanish speaking licensed pedagogue.
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).
Students who demonstrate they have had a gap of 2 years in formal education (includes inconsistent and interrupted formal education) will complete the SIFE questionnaire and the ENL coordinator will determine if they are eligible to take the LENS literacy assessment. SIFE status will be determined within 12 months of enrollment however an initial determination will be made within 30 days, such determination can be modified with the 12 month period.
In addition these students classwork will be collected and anecdotes will be kept that describe the process of learning of the student.
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).
For students with an IEP who are also ELL we will form a Language Proficiency Team to determine if the student has language acquisition needs and needs to take the NYSITELL. The parent will be provided with an interpreter when applicable. The timeline to accept or reject a recommendation from the LPT is 20 days. We will use the appendix of EPRG for SIFE identification. Students will be placed within 10 days of admission.

Language Proficiency Team
Mr. Mims (Principal)
Naviha Paz (Instructional Coach)

Jackie Rodriguez (ENL Teacher/Coordinator)

Kamini Mehta (IEP Teacher)

Parent/Guardian of student

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
After the NYSITELL exam is scanned and scored entitlement and non-entitlement letters will be sent within the 5 day window by the ENL coordinator. Letters will be translated according to language needs and/or preferred parent language.
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).
ELL parents will be informed in the entitlement letter which will be translated into the parent's preferred language. Parents can appeal ELL status within 45 days of enrollment. The ENL Coordinator will be responsible for this process. All letters will be filed and maintained in the records room.
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.
To ensure that our parents understand the three program choices for English Language Learners, a license pedagogue, the ENL Coordinator and/or Instructional Coach will interview the parents and inform them of the three programs the Department of Education offers English language learners. After the HLIS is completed, and the students' home language is identified, the school ensures that the parents understand all three program choices by showing them the orientation video for parents and families of English Language Learners in the preferred language of the parent. The video informs the parents of all three program choices which include: Free Standing English as a Second Language (ESL), Transitional Bilingual Education (TBE) and the Dual Language Program (DL). After the parents watch the video, they are given the opportunity to ask questions in their preferred language about the various programs. The school provides translators to help parents understand the information presented as well as to communicate with the school personnel. During the process of registration, a license pedagogue ensures that the parents of English language learners understand and make informed choices regarding the three ELL programs: TBE, DL, and ESL. Parents then fill in their Parental Survey and Program Selection Form. Within ten days the student is given the NYSITELL and based on the results and the parent's choice, that information enables the school to place the student in the program that best meets their individual needs and recognizes their strengths. Placement is made within 10 days of the child's admission date. If the parent does not return the parent survey, the default placement for the ELL student will be a bilingual program.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
The ENL coordinator keeps track of program selection forms and enters the data into ATS. Parents who do not submit a form receive a phone call from the ENL coordinator reminding them to return the form. After surveys are turned in, the ENL Coordinator will keep each survey in the record room. Each survey will be read individually to monitor parent selection. Parents will be notified in their preferred language when a program becomes available (TBE or DL).
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The ENL coordinator ensures parents who don't submit the Parent Surveys and Program Selection forms get a phone call at home or a letter reminding them to return the form. Parents will be notified in their preferred language when a program becomes available.
9. Describe how your school ensures that placement parent notification letters are distributed.
Placement parent notification letters are send to parents after a child takes the NYSITELL not within 5 days.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documentation are retained in the cumulative folder. Sample letters are also kept in the ENL compliance binder.
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.
For the 2015-2016 school year it will be the first time M.S358 administers the NYSESLAT (new school). The ENL coordinator in collaboration with administration will plan administering the NYSESLAT following the memo that is released yearly from Office of ELLS which provides guidelines for testing. After meeting with administration the ENL coordinator will write a memo to ensure clear directions on how all parts of the exam will be administered and within what specific time frame.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The ENL coordinator will ensure continued entitlement and transitional support parent notification letters are distributed at the first general ELL Parent meeting.
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).

M.S358 is a new school that just opened for the 2015-2016 academic school year. Parents chose our school by applying through the Middle School Application process. As per the Aspira Consent Decree we plan on monitoring the parent program selection by printing the ATS program selection report as our school grows.

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.

All of our ELLs for the 2015-2016 academic year are in the 6th grade. All of our ELLs (all levels) except those who are recommended to be in an ICT (class 631) setting are grouped in one class (class 603). Currently we have 3 ELLs in a self-contained class (691). Our commanding ELLs are in our ELL class (class 603). For the 2015-2016 we do not have a stand alone model and only offer an integrated model. Students are grouped by their English lanaguage proficiency evidenced by their NYSESLAT and NYSITELL scores in addition to assessments given by the ENL Coordinator.
 - b. TBE program. *If applicable.*

Paste response to questions here:
 - c. DL program. *If applicable.*

Paste response to questions here:
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)?

At M.S358 we ensure all students are getting the mandated instructional ESL minutes by in August while programing students reviewing the proficiency levels of each ELL student and each student who has tested Commanding in the latest NYSESLAT exam. We refer to the new Implementations of CR Part154 ENL/ESL units table which indicates how many units and in what setting each ELL will receive their instructional minutes for grades K-8. We currently have one ESL provider (ENL Coordinator) who is a part of the integrated program. According to need (Entering, Emerging, Transitioning, Expanding and Commanding) the teacher will support students by providing the following:

Entering: 3 units of study per week (540 min) – 1 unit of Stand Alone ENL, 1 unit of Integrated ENL, 1 unit of Flexibility ENL
Emerging: 2 units of study per week (360 min) – .5 unit of Stand Alone ENL, 1 unit of Integrated ENL, .5 unit of Flexibility ENL
Transitioning: 1 unit of study per week (180 min) – No Stand Alone ENL, .5 unit of Integrated ENL, .5 unit of Flexibility ENL
Expanding: 1 unit of study per week (180 min) – No Stand Alone ENL, 1 unit of Integrated ENL, No Flexibility ENL
Commanding: .5 of Flexibility ENL ONLY
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.

Our Model is an ESL integrated push-in model in ELA and other content areas . Students who are entering and emerging receive ESL pullout services. Content core is delivered by ensuring collaboration between the ELA teachers and ENL teacher. A similar approach is taken for other content area teachers such as Social Studies, Science and Math. The approach to this model is supported by the S.I.O.P model which allows to make content comprehensible. The ENL Coordinator collaborates and plans directly with all teachers who service ELL students, modifying lessons and/or supporting students with additional classroom resources. Students are trained by the ENL Coordinator and other teachers to use glossaries,a thesaurus, dictionary and electronic supports in class. Students follow the CCLS and are exposed to various skills by both the ENL Coordinator and their content area teachers which are used when reading text.

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

For ensuring that ELLs are evaluated in their home language throughout the year we will use support from the BFSC to support us with this process.

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

In order to ensure all ELLs are appropriately evaluated in all modalities of English acquisition throughout the year students will be assessed with teacher created assessments that follow our schools mission of purposeful writing, passionate speaking and powerful presentations. Students will be assessed as follows:

Listening: Interactive Read Aloud, listening centers, books on tape, teacher and student conferencing, retelling of text, and during turn and talk. Services in ESL are provided according to CR Part 154 based on NYSITELL and NYSESLAT scores through the push-in model.

Speaking: Shared Reading, review of common and academic vocabulary, and the use of visuals to support conversation and activate prior knowledge. Classes use collaborative structures that offer opportunities to engage in dialogue and discussion in the classroom.

The Codex reading curriculum has differentiation of instruction for ELLs. Students are assessed through ongoing observations and reading inventories. After the data has been analyzed students are provided with small group instruction such as: guided reading, and strategy lessons in addition students receive differentiated instruction with the use of scaffolding techniques at different levels.

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

ESL teachers will work with content teachers to differentiate instruction by providing techniques and strategies to make content comprehensible for all of our subgroups (SIFE, newcomer, Developing, Long term ELLs and Commanding ELLs. Common planning time with ESL and content teachers will allow us to differentiate for all the needs of our ELLs.a. Currently we have no SIFE students.

b. All ELLs are provided with the Common Core Learning Standard instruction in both content and literacy areas.

- The language arts instructional component is delivered using instruction in English with the use of ESL methodologies.
- Instruction is differentiated for beginner, intermediate, and advanced students with the use of scaffolding, extensive modeling, and other ESL strategies. These strategies may include activating prior knowledge, building new experiences, using visuals and vocabulary enrichment.
- Teachers scaffold at different levels during reading/writing workshop.
- Teachers provide support by pairing entering/emerging students with buddies who speak the same language or help them learn English through interpersonal communication. Students will also be targeted for after school programs.
- Students who exit from the ESL program receive additional support, up to and including, 2 years beyond their date of departure. They will part of a transition program that will help them maintain proficiency in the English language.
- They will also continue to received testing modifications as needed with additional state approved testing supports.

c. Our long term plan for ELLs receiving services for approximately 6 years is the same as above. These students participate in Inquiry Team groups and receive individualized/small group instruction by classroom, after school programs and ESL teachers.

d. Although we are currently a single grade school, we will expand adding 7th and 8th grades. Students will not be offered 6 years of continuous ELL service at our school as we only will have 3 grades.

e. Our plan for former ELLs is to provide students with differentiated instruction with the use of scaffolding techniques and ESL methodologies. The students receive guided reading and strategy lessons in order to continue improving reading and writing skills. They will also continue to received testing modifications as needed with additional state approved testing supports.

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.

The ENL Coordinator and/or Instructional Coach as well as the ESL teacher will be assigned and trained to manage the initial identification process as well as the re-identification process as described below:

Reentry identification: This process will be used to determine if the student is reenrolling in school after not having been enrolled in New York public school at any time during the preceding immediate two years (less than 24 months) and requires service support. The Re-identification Process may be utilized for students who

- Have a home language other than English, and
- Are ELLs and non-ELLs

Re-identification Process: This process will be used to determine if a student should be evaluated in the event that a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment) a second administration. We will ensure that students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days, are not affected adversely by the re-identification process by continuing to keep them in a class where they can continue to receive the mandates from an ESL teacher until their status is determined. This will ensure they are learning content and developing English simultaneously. The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)
- A student of 18 years of age or older

The Re-identification Process must be completed within 10 school calendar days of receipt of written notice. If there is a need to consult the CSE, the process will be completed within 20 school calendar days.

Should a parent wish to appeal the process and/or decision, they will have 45 days

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
11. All notifications and relevant documents must be kept in the student's cumulative folder.

4 A bilingual or English to speakers of other languages teacher, certified pursuant to CR Part 80, who is fluent in the home language of the student and parent or guardian, or uses a qualified interpreter/translator of the language or mode of communication the student or parent or guardian best understands, or (2) a teacher who is certified pursuant to CR Part 80, and has been trained in cultural competency, language development and the needs of English language learners, and who is proficient in the home language of the student or parent or guardian or uses a qualified interpreter/translator of the language or mode of communication the student or parent or guardian best understands.

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?

Instructional strategies we are incorporating into our practice at M.S358 to provide access to academic content areas and accelerate English language development are meeting the students needs by scaffolding. Through scaffolding our ELL students will better understand more complex texts and will understand content. Examples of scaffolds we are using are learning targets which allow students to know exactly what they are learning and how they will demonstrate what they have learned. In addition we read-aloud readings in order to support students who are still not fluent readers. We also provide vocabulary words on handouts that are related to the material being covered in specific units. Sentence frames and starters are also used

to support with speaking and writing in all classes. In addition in ELA we are grouping students with purpose, conferencing with them about their reading and writing, modeling reading strategies and writing.

ELL students with disabilities whose IEP recommend ESL or bilingual instruction are provided with an instructional plan which adheres to the IEP mandates. Short and long term goals are developed and provided to all teachers that support students. In addition to content area classrooms, our pull-out model classrooms solely used to support the needs of ELL students will be well equipped with listening centers, leveled libraries, differentiated instruction workbooks as well as computers with software and programs that will support student learning according to skill and age. Students will also work in small groups and be provided with scaffolding techniques at different levels as well as extensive modeling. Language Acquisition Checklists will be used to support the delivery of content area instruction as well as language development. Codex, Achieve 3000, Think Cerca and Reading and Writing units includes skills such as: reading comprehension, retelling of a story using key details, main idea, graphic organizers, writing about reading, the sequence of a story and character development among other reading skills that support comprehension development.

Students are assessed in reading and writing using the performance-based assessments however, ELL students will also receive modifications to these assessments (ex. Format, time to respond, alternate modes of answering) to support the evaluation of skill mastery. After the data has been analyzed students are grouped for guided reading, and small group instruction in order to individualize instruction to improve their reading levels.

All teachers use the promethean board in order to promote students active participation. Services in ESL are provided according to CR-Part 154 based on NYSITELL and NYSESLAT scores through the push-in model during content area instruction in order to accelerate English language development. ESL-SWDs teachers develop Tier II vocabulary and sentence structure.

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?

M.S358 uses curricular, instructional, and scheduling flexibility to enable ELL-SWDs achieve their IEP goals and attain English proficiency with the least restrictive environment by having an ICT class in which students have two teachers for ELA and Math. ELL-SWDs are grouped in a class which has students who are not classified as SWDs. MS 358 differentiates instruction, adapts curriculum and uses a flexible schedule to meet the needs of ELL-SWDs within the least restrictive environment by also letting students travel to various content area teachers. While in class, students are given additional supports through the push-in/pull-out model. ELL-SWD students are also given preference to afterschool programs that will promote reading comprehension and language acquisition through the use of programs such as Achieve 3000. A thorough reievew of IEP's in addition to classroom observations are used to determine which setting best supports the students' needs.

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.

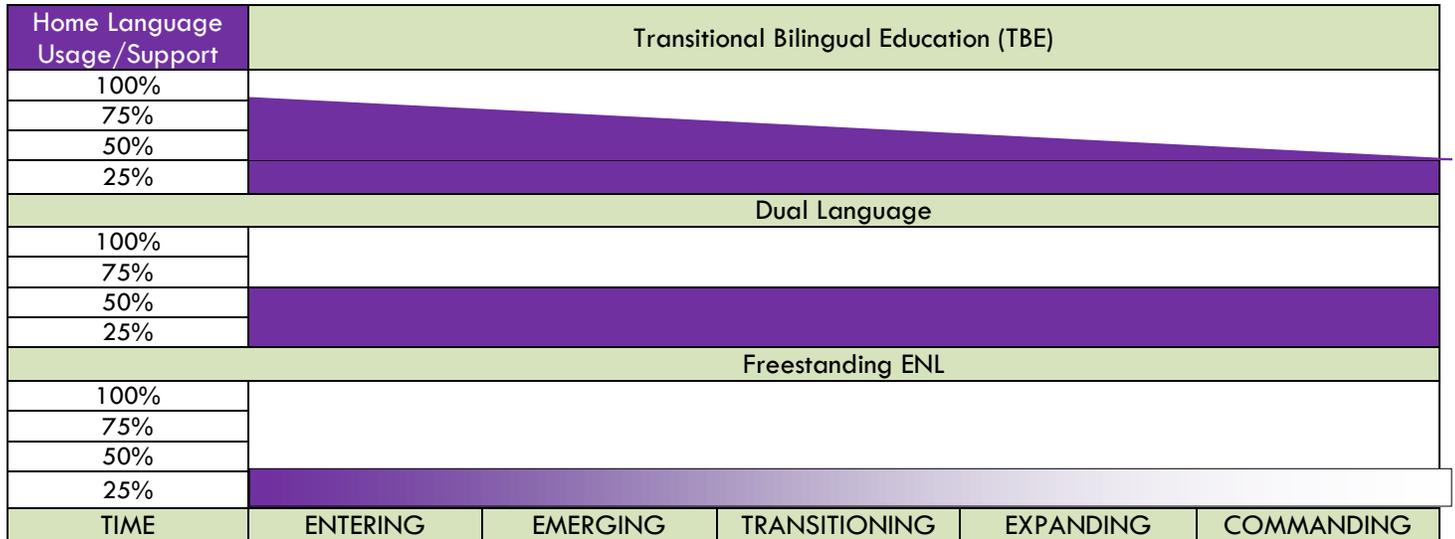


*Note “other approved services” does not apply to New York City at this time.

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. M.S. 358 will use supports for intervention before the school day, during the school day and after school. Targeted intervention will support ELLs who demonstrate that they need more support in the content areas of Math, Social Studies, and Science. During lunch periods there are opportunities for students to receive intervention and during 8th period for Advisory and Talent. Students will also have opportunities before school and after school for other interventions. The Citizen Science Program will support us with STEM instruction for ELLs in math and science afterschool.

Additionally, MS 358 will follow the steps of our RTI (Response To Intervention) support which is aimed at closing the achievement gap for our at risk learners. Entering/Emerging ELLs receive support developing their oral language through shared reading and through language experience approaches. Students develop concept vocabulary through authentic experiences and the use of Achieve 3000 which allows for each student to have text read to them and provides them the opportunity to expand their vocabulary exposure.

Expanding and Transitioning ELLs receive targeted literacy/language support in the classroom by the classroom teachers, ESL teachers, and the afterschool Citizen Science program teachers. This intervention support consists of a variety of supports included shared reading opportunities, oral language development, guided reading, shared writing, and interactive writing. Students are taught individually and in small groups. In addition to the support from teachers, students work collaboratively with students who are more proficient in the English language. Students also have access to the online program Achieve 3000. Students access the program both in school and at home.

English language learners who continue to need more intensive support in literacy (students who are a year or more below grade level) receive Tier II instruction by either an ESL teacher or RTI classroom level team member. The RtI team members consists of: The principal, ENL Coordinator, ESL teachers, Guidance Counselor, ELA Teacher and IEP teacher. Students who do not make sufficient progress in Tier II as demonstrated by observations, interim assessment and ongoing formative assessment enter into Tier III.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

M.S358 is a new school that opened in 2015. For future years we will look at the ELA and Math scores and progress to in both exams to measure success of our program. In addition we will look at students who are making progress in language proficiency levels based on performance tasks and in-class assessment that take place every 4-6 weeks and/or in sync with a unit of study. Additionally, ELL students will be observed and assessed by the ENL Coordinator and/or ESL teacher who will be able to focus more on the individual growth patterns and analyze that data to support students. This data will also be give to teachers who teach ELL students. Teacher will be given a list of students with information regarding how long they have been ELL students, their current levels, number of units they are entitled to receive, and they students' pull-out/push-in schedule. Teachers will also work with the ENL/ELL department to modify lessons according to the groups of students.

12. What new programs or improvements will be considered for the upcoming school year?

For this academic school year we are considering a S.T.E.M program for ELLs which we have applied for, a study seminar afterschool program and a Saturday ESL/Literacy Academy program.

13. What programs/services for ELLs will be discontinued and why?

M.S358 is a new school and we don't have any programs to discontinue; our goal is to be able to include future programs that will support student need. Should we need to discontinue a program, it would be as a result of not having enough students that mandate the service and/or we find that the service does not support a least restrictive environment and restricts students' learning.

14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELLs will be informed of all afterschool programs as we begin to develop them. We plan offering a S.T.E.M ESL program, a study seminar program to begin in December and Saturday/ESL Literacy to begin in February. We also offer extracurricular activities such as soccer, basketball and dance as part of the afterschool program. Information letters will not only be sent in the parents' preferred language, but will be individualized and given to students dependent upon their need. MS 358 is committed to ensuring that ELL students are provided opportunities to achieve the same educational goals and standards as the general education population. Intensive content area language instruction is provided through ESL methodologies and strategies within the Codex and CMP3 Math curriculum, which includes scaffolding instruction for ELLs. The instruction for all programs is provided in a small group setting, teachers plan together to insure that instruction is differentiated. Teachers will use checklists, extensive modeling and other ESL strategies to drive content area instruction as well as language development. Skills such as retelling of the story, compare and contrast, summarizing questioning, predicting and main idea are practiced through such instruction.

The teachers working in the literacy, math and ESL after school program will provide systematic, strategic and intensive instruction in phonological and phonemic awareness, phonics, vocabulary, comprehension, fluency and writing. The after school math program

incorporates vocabulary development through the introduction and use of mathematical sight words and terminology. Oral language development is enhanced through the practice of problem solving and the sharing of strategies used to solve math questions. Reading and writing skills will also be improved as students strategize and solve problems based on the Common Core State Standards. The goals of this program is to increase problem solving skills, collecting math data to provide more small group partner work, increasing higher order thinking skills through the use of read aloud with accountable talk and problem solving. This will help support language acquisition and proficiency.

The use of laptops with visual clues to help students understand and interpret word problems through interactive promethean boards. Laptops for the students are used to enhance ESL instruction and serve as a resource for ELL's to support translation and integration of skills needed to decipher through language.

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.

Currently we have a laptop cart which all of our ELLs are using during ELA Excellence and Technology. In addition students are participating in blended learning by participating in Achieve 3000 and ThinkCerca. Both programs along with instruction support students in reading non-fiction texts at their level, individualized. The features of the program include audio reading and vocabulary supports which benefit our ELLs as they are developing academic English. Teachers also use promethean boards to aid in the teaching of math, reading, writing, social studies, science and language modeling. Activities are provided to ensure that students experience assistance with their ability in developing mastery. Students will also receive resources in their preferred language in addition to those in the English language to support with acquisition of language. Textbooks, workbooks and translators are used and provided to students to be able to use while in class.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Home language support is provided in Science and Social studies by allowing students who speak Spanish and are ELLs to utilize the curriculum (texts) in Spanish.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

In order to ensure all required services/resources support and correspond to ELLs age and grade level the ENL coordinator is in constant communication with administration about the needs of our current ELLs. Required services and supports correspond to ELL's grade and age levels which is determined by the ENL Coordinator who works closely in the selection of materials and the modification of lessons to support their needs. Services and resources are adapted for ELL/SWD students, while still being appropriate with their cognitive needs as the curriculum that is used is set to meet the needs of incoming 6th graders. Scaffolds are included in the curriculum which support those students who need additional support. Teachers work together to also develop teacher made materials that will promote learning and help in the acquisition of language for our students.

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).

For future new ELLs that are enrolled in our school we plan on having a buddy system where a student who speaks the same home language can support them as they transition into our school. Currently we don't have a partner coordinator but when we do have one that person in collaboration with the ENL coordinator will ensure the student and family get integrated into the school by inviting them to all functions and ELL parent meetings. In addition we new ELLs will be placed in an advisory group that has students who have been new to the country and can support them as they enter our school. As a new school with only one grade we are still developing activities that ensure all of our ELLs feel they are part of our community.

19. What language electives are offered to ELLs?

Currently no languages are being offered at M.S358.

20. For schools with dual language programs:

- 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.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

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.)
For the 2015-2016 academic school year our professional development plan for all ELL personnel in the school is to cover topics in which teachers have expressed interest that will support their teaching practice for ELLs. Topics of interest include, Scaffolding Techniques, Supplemental Materials, Vocabulary Instruction, Common Core and ELLs , Writing for ELLs S.I.O.P., Academic Vocabulary Acquisition (York College). We have professional development scheduled with our programs which include Achieve3000, the Leader In Me, Think Cerca, Codex, CMP3 and will send Teachers in all content areas, Guidance Counselors, Teachers, the Instructional Coach and ENL Coordinator to various professional development workshops as offered by the New York City Dept of Education.
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?

As a new school M.S358 will be looking at the PD opportunities offered by the Office of English Language Learners that are focused on Common Core Learning Standards. Professional Development for teachers instructional coach, paraprofessionals, guidance counselors, special education teachers, psychologists, speech therapists, and staff responsible for the delivery of instruction and services to English Language Learners are conducted throughout the school year. Records of meetings are maintained by sign-in sheets and agendas. The following professional development is offered to teachers of ELLs in supporting ELLs as they engage in the Common Core Learning Standards:

ESL methodology and strategies.

Language Acquisition Stages and checklist.

ESL methodology and strategies using the Codex curriculum.

Differentiated instruction to meet the individual needs of ELLs. (Focus on oral language development for beginners and intermediates,)

Providing ELL readers with the support they need to take the ELA, NYSESLAT, and Math exams.

Scaffolding and instructional strategies for teaching ELLs in all content areas.

Study groups will be conducted specific to the needs of ELL's focusing on differentiating strategies to implement during Codex and CMP3.

In-house Professional Development for new and experienced teachers consists of Codex and writing workshop, Charlotte Danielson Framework for Teaching, ELA performance task, Data from ELA and Math assessment.

The administration ensures that all staff receives hours of ELL training during staff development days, in-house differentiated professional development, and common prep times. Differentiation of Instruction for ESL students is an in-house ELL training workshop presented by the ENL Coordinator. All teachers at MS358 have been provided with resource materials that they have been using for their classroom instruction.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
In order to orient our staff regarding the transition of ELLs from elementary to middle school the ENL coordinator shares information about the program the ELLs were enrolled in elementary school, the years of ELL service each student has received and the current proficiency level of each student. Both the Guidance Counselor and ENL Coordinator work together and attend professional development opportunities offered in order to support the transition of students from Middle School to High School. The ENL Coordinator, Guidance Counselor and Instructional Coach will also be provided time in order to prepare for incoming and outgoing ELL students during both transitions of coming in and leaving the school.
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.

M.S 358 meets the professional development hours required by making sure 15% of the total hours for non ENL teachers and 50% total hours for the ESL are focused on improving instruction to support our ELLs. Records of attendance and agendas are kept by our ENL coordinator, Mrs. Rodriguez.

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?

Annual individual meetings with parents of ELLs to discuss the goals of our program will be arranged by the ENL coordinator and will happen on Tuesdays during family engagement time. Parents who can not meet on Tuesdays will be accommodated to have phone conversations or to meet at different times. For parents who don't speak English arrangements will be made with the Translation and Interpretation Unit to provide interpretation and translation.

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.

Answer to #2 Records for annual individual meeting will be kept by the ENL coordinator and the Instructional Coach in the ENL compliance binder. Parents will be accommodated to ensure they can attend the annual individual meeting . Outreach to schedule meetings will be done with enough time to give parents advance notice and parents who are not reached via phone will receive a letter asking them to share a convenient time for their meeting. Translation services will be provided through the use of a community substitute teacher and/or the use of the translations serviced department to ensure that parents receive information in the language of preference.

Answer to #3-In addition to the individual meeting parents of ELLs will be invited to an orientation meeting in October that reviews the ELL program we are offering at M.S358. At the meeting we will make sure to get the parents contact info to ensure they can get important updates pertaining to their children.In December we will hold a multicultural potluck in which parents of ELLs and students can share and celebrate each other's culture. In February we will have a game night in which we play different board games and share games that are played in each country represented by our ELL students. For the remainder of the year we will review the needs and interests of the parents to hold more activities. Although we currently do not have a parent coordinator, their role would be to work with the ENL Coordinator, ESL Teachers and Instructional Coach to determine days in which translation services are needed and/or to support with the translation of various documents that must be sent to parents.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Currently since we are a new school we don't have any partnerships established with organizations to work with our ELL families. However, we are looking to see how the Beanibazar Society and the Bangladesh Society of NY can be possible organizations we partner with since we have a large representation of Bengali ELL parents.

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

The needs of parents of ELLs will be evaluated through surveys at the various activities we will have through the year. In addition the ENL coordinator will communicate with ELL parents as the year progresses to understand their needs and interests in regards to their childrens' language development process. All documents will be translated into the languages most commonly preferred at MS358 and translation services will be offered at events to ensure that information is relayed to parents accordingly.

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

Our parental activities address the needs of our parents because we are a new school and the activities will allow parents of ELLs to engage with each other . We want parents to feel comfortable regardless of what their experience has been in previous schools. In our initial ELL Parent Meeting being held in October we will ask parents what their needs are and we will plan strategically how to address their needs as the year progresses. Our meetings will consist of translated documents in the language most preferred by our parent groups in addition to offering translation services of the content being delivered at meetings. The parent coordinator (when aquired) will support the ELL students by being a liason with the ENL Coordinator, Instructional Coach and parent groups.

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:

Part VI: LAP Assurances

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

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **28Q358** School Name: **M.S358**
Superintendent: **Sarduy**

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.learnndoe.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.

In order to assess language preferences of our parents for both written and oral communication we will look at the Home Language Survey for newly identified ELLs and student emergency cards that all students provide. Our school secretary will look through all emergency cards and create a spreadsheet that indicates the language preference for each family.

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.

Parents preferred language communication is mainly English. Some parents prefer to receive communication in Spanish and a few parents prefer communication in Bengali.

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.)

The documents that require translation that we will disseminate as a new school are calendars which will go out monthly, school closing announcements, parent- teacher (student led conferences) which happen three times per year , information about after-school programs will be written once we know what we are offering and New York State testing dates which will be send a week before each exam.

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.

Formal face-to-face meetings our school will have with parents will be student lead conferences which will occur three times a year. Back to school night which occurs in September. I.E.P meetings which occur when reviews are due. Anticipated informal interactions may occur day to day with teachers, guidance counselors and other leadership staff. ELL parent meetings will take place in October, December and Spring. Language preference of each parent will be provided to staff since each student has one designated advisory teacher who will mainly communicate with each specific students family member. A google document will have all the students family member preferred language of communication, which will make it easy to refer to.

Part C: Providing Language Assistance Services

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

In order to ensure we translate items in a timely manner we will have Spanish documents translated by Mrs . Rodriguez ENL coordinator or Mrs. Paz the Instructional Coach. In order to have Bengali documents translated we will use the Translation and Interpretation Unit translation services.

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.

In order for interpretation needs to be met we will use Mrs. Rodriguez and Mrs.Paz for parents that prefer Spanish. For parents that prefer to communicate in Benglai we have one staff member Mrs. Mehta who can interpret Bengali. If a staff member is not available we will inquire for services from the

Translation and Interpretation Unit. We are currently looking for Bengali speaking parents who can volunteer to help with interpretation needs at meetings.

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.)

In order to inform staff of how to use translation services and over the phone interpretation services we will communicate this to them at the beginning of the year. Each teacher is designated a group of students for advisory and they will know how each family member on their advisory prefers to communicate. A google document which will be shared with staff will also indicate the preferred language of each student's family member.

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

In order for our school to fulfill parental notification requirements we will place a welcome sign in the languages of the parents who are limited in English in our main office (languages are Spanish and Bengali). As a new school we will be looking to attend trainings offered by the Translation and Interpretation unit that offer support with ensuring we are providing parents with all notice of language assistance services that are available. In addition we will give parents the bill of rights for their translation right in the languages available after identifying parents who prefer to communicate in another language other than English.

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)

In order to ensure that our translation services are of good quality we will send parent surveys home twice a year as a check-in. The surveys will ask parents if they are satisfied with our translation and what improvements we can make to our existing plan.