



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **12X212**

School Name: **P.S. 212**

Principal: **GLORIA ANDERSON**

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: SCEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: The Multicultural Magnet School School Number (DBN): 12x212
Pre-K-8

Grades Served: _____

School Address: 1180 Tinton Avenue Bronx, NY 10456

Phone Number: 718-842-2331 Fax: 718-842-8677

School Contact Person: Gloria Ford Anderson Email Address: gfordanderson@schools.nyc.gov

Principal: Gloria Ford Anderson

UFT Chapter Leader: James Heekin

Parents' Association President: Nikkia McLaren

SLT Chairperson: Lenore Allison Nunes

Title I Parent Representative (or Parent Advisory Council Chairperson): Nikkia McLaren

Student Representative(s): _____

District Information

District: 12 Superintendent: Rafaela Espinal
1970 West Farms Road, Bronx, NY,10460

Superintendent's Office Address: REspina@schools.nyc.gov

Superintendent's Email Address: _____

Phone Number: 718-328-2310 Fax: 718-542-7736

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
One Fordham Plaza room 808, Bronx, NY

Director's Office Address: _____

jruiz2@schools.nyc.gov

Director's Email Address:

718-828-7776

718-828-6280

Phone Number:

Fax:

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Gloria Ford Anderson	*Principal or Designee	
James Heekin	*UFT Chapter Leader or Designee	
Nikkia McLaren	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Nikkia McLaren	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lenore Allison Nunes	Member/ UFT	
Jane Kim	Member/ UFT	
Osaze Igbineweka	Member/ UFT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Felisha Daniel	Member/ UFT	
Merelene Crews	Member/ Parent	
Sindi Ramos	Member/ Parent	
Haydee Rodriguez	Member/ Parent	
David Pagan	Member/ parent	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and SCEP Development



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

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

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

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

Accountability Tools and the Framework for Great Schools

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

NYSED’s Six DTSDE Tenets

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

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

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

The Multicultural Magnet School (X212) services students in grades K-8 with a population of approximately 506 students. The average attendance rate for the 2014-2015 school year was 89%. The student body consists of 60% Hispanics, 37% Black, and 3% other. There are 49% males and 51% females; 23% of the population is English language Learners and 15% Students with Disabilities.

The Multicultural Magnet School's (MMS) vision for the 2015-2016 school year is to extend its impact beyond the walls of the school into the community. Our ultimate goal is to be a transformative agent in the community by preparing each scholar to meet the future challenges of college and career. At MMS 212, every stakeholder is expected to demonstrate PRIDE and receives ongoing support, encouragement, and awareness through the implementation of our PBIS program. PRIDE is an acronym for- Preparation, Respect, Integrity, Discipline and Excellence. The Multicultural Magnet School's implementation of its school wide PBIS program PRIDE has had a profound effect on school culture. As a result of instituting rewards for positive behavior and hosting monthly assemblies where we publicly acknowledge outstanding members of our community, the climate and tone of the building is slowly, but steadily being transformed.

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

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

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

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Reflection: Based on the preliminary ratings from the May 2015, Quality Review and The Principal performance review the school is developing and needs to focus on the following indicators: 1.1, 1.2, and 2.2.</p> <ul style="list-style-type: none"> The Principal needs to ensure that teachers’ assessment practices consistently reflect the use of ongoing checks for understanding and student self -assessment t so that teachers make effective adjustments to meet all students’ learning needs. In some classrooms, teachers circulated around the classroom, observing students, and offering verbal feedback to individuals or groups of students. However, the practice of annotating students’ strengths and areas for improvement and adjusting the lesson based on notes recorded was not observed consistently across classes. Most of the students’ work was graded using a check or number grade system with limited next steps to improve their learning. As a result of the inconsistent use of checks for understanding and limited feedback across the classrooms, several students do not have a clear understanding of instructional targets and their next learning steps. The school opted into curriculum aligned to the CCLS to promote coherence and alignment around the instructional shifts in literacy. Although curricula and academic tasks reflect planning to offer students access to the curricula, and protocols that promote higher order thinking skills, students across grade and subjects are inconsistently engaged in appropriately challenging tasks. In some cases, the level of work was not grade appropriate. The Principal needs to 		

ensure that curricula and academic tasks consistently emphasize rigorous habits and higher order skills across grades and subjects for all students.

Framework for Great School Report 2015 – Scores for Rigorous Instruction

- **Shifts in literacy 50**
- Shifts in Math 27
- Course clarity 55
- Quality of student Discussion 57
-

Action Plan: Teachers will show evidence of improved delivery of instruction by engaging in inquiry to address differentiation and multiple entry points for all learners especially the instructional shifts; alignment of Aim to the tasks, the development of scaffold questions, and checks for understanding . Teachers will receive professional development on how to maintain rigor and fidelity of implementation when modifying unit/lesson plans.

Part 2 – Annual Goal

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

By June 2016, 100% of teachers, including fine arts, music, and physical education, will engage in at least one cycle of the collaborative inquiry process. This will result in a 10% increase in students meeting standards as evidenced by the 2016 NY State Standardized Test scores in ELA and Math.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>During the summer of 2015, School Principal and School Programmer will embed common planning time, within the school Program as well as institute Professional Development every Monday along with a professional development plan.</p>	<p>ELA, Math, SS, Science, ESL and Special Education Teachers</p>	<p>During the 2015-2016 school year, School Principal and School Programmer will provide Common</p> <p>Planning Time, Teacher Team/Inquiry Team and Interdisciplinary Team times within the school program, after school, as well as institute</p> <p>Professional Development every Monday along with a professional development plan.</p>	<p>School Principal, Assistant Principal, School Programmer</p>

During the 2015-2016 school year, teacher teams will analyze student performance data to develop six week instructional maps, and lessons to include scaffolded questions, native language resources, visual aids, technology etc. to provide multiple entry points for all students including ELLs and SWDs.	Students	During the 2015-2016 school-year, the administrative team will train teachers on how to use selected protocols to analyze student work as well as implement recommended instructional shifts.	School Principal, Assistant Principal, Instructional Coaches, Teacher Teams
Throughout the 2015-2016 school year, the School Principal, ESL Coordinator, Parent Coordinator and Teachers will conduct parent workshops, hold parent conferences to facilitate understanding of academic expectations of the CCLS.	Parents	On a weekly basis, the Administrative team will send out a school messenger announcement informing parents of upcoming events. ESL Coordinator will hold Monthly Evening Workshops for Parents Jan-April. Teachers will use the 75 minute /Tuesday parental engagement time to schedule meeting with parents.	School Principal, Assistant Principal
During the 2015-2016 school year 100% of teachers will engage in inquiry based structured professional collaborations for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	Teachers	During the 2015-2016 school year, teacher teams and collaborative inquiry teams systematically monitor the progress of targeted students and send weekly updates to the entire teaching team to connect practices and create a shared pathway to success.	Principal and Assistant Principal will build capacity by developing teacher leaders to lead collaborative inquiry teams.

Part 4 – 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.
<ol style="list-style-type: none"> 1. Common planning periods will be embedded in the school day schedule. 2. Monday professional development will be differentiated to individualize pedagogical needs according to observation data. 3. Teachers will be offered per session to participate in collaborative inquiry cycles once per week after/before school. 4. Teachers will use the “Looking at student work protocol” to promote data analysis.

5. Teachers will meet in grade teams/subject teams to facilitate vertical and horizontal alignment of curricula.
6. Teachers will be offered per session to conduct analysis/grading of interim assessments/MOSL.
7. Monday professional development sessions will be scheduled to support enhancing teacher practices using the Danielson Framework for teaching in addition to per session differentiated PD after/before school.
8. Teachers will turn-key collaborative inquiry results via email blasts, facilitating professional development sessions, and participate in inter-team visitations to share best practices.
9. Partnership with Creative School Services Consultants.
10. Teachers will be offered per session to teach in after school program targeting ELLs.
11. New teachers will be partnered with a mentor from the New Teacher Center who will use 60-90 minutes of sanctioned time to observe and meet with beginning teachers to support their planning and impact on student learning.

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		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

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

1. By February 2016, all teachers will be actively engaged in weekly common planning meetings.
2. By February 2016, targeted teachers will demonstrate improved use of data to develop scaffolds for struggling learners, implement lessons with fidelity, and would have participated in one cycle of the collaborative inquiry process.
3. By February 2016, parents would have been invited to a minimum of three events with evidence of increase attendance overall, i.e. celebration, workshop, or parent/teacher conferences.
4. By February 2016, School Principal and School Programmer will have embedded Common Planning Time, Teacher Team/Inquiry Team and Interdisciplinary Team times within the school program.
5. By February 2016, the Principal and the Professional Learning Committee will have evaluated the Professional Development Learning Plan in lieu of ADVANCE data to ensure alignment with identified areas in need of improvement.
6. By February 2016, Principal and teacher teams will have monitored student progress on curricula aligned periodic assessments as well as collected and assess teacher team data by grade, subject, and departments for the first quarter.
7. By February 2016, Administrative staff will have developed a correlating action plan that was turn keyed to the entire teaching staff.

8. By February 2016, Administrative staff will have conducted at least four informal observations of teacher practice and provided specific actionable feedback within fifteen days.

9. By February 2016, curriculum departments, teacher teams, coaches and assistant Principals will have evidence of having developed/modified two cycles of their instructional maps to maintain an authentic pacing calendar.

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

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Reflection: Based on the 2014-2015 Priority and Focus School Quality Review (PFQR) recommendations from Network 608, in order for the school’s strategy and practices to align with the concepts in the Highly Effective column of Tenet 5 the school should : Create a clear link between students’ social and emotional development and success in reaching school level student achievement improvement goals. Provide professional development for teachers that will equip them with strategies to identify and respond appropriately when a student displays signs of social emotional distress that may impede academic success.</p> <p>The school was rated Proficient on the preliminary ratings form for the April 2015 QR, and this indicator is listed as an area of celebration. However the school will continue to its focus to ensure that students are excited to learn, actively engaged, and that classrooms support social and emotional growth of all. The school will continue to develop its school wide teacher developed PBIS program PRIDE to support social and emotional health and academic success.</p>		
<p>Framework for Great Schools Report 2015- Schools for Supportive Environment</p> <p>Safety and order- 6</p> <p>Classroom Behavior -58</p>		

Social emotional measure - 93

Strengths: There is the opportunity to build long term relationships over time with students and families as a Pre-K through 8 school. Most teachers in the school have known students and their families for several years.

At the middle school level, students have Advisory and meet in small groups once per week on Fridays.

The school launched its PBIS program PRIDE last year which established clear expectations for academic and personal behaviors for all students. The PBIS data can be used to strategically target individual and groups of students who are not meeting expectations. It can also serve as a tangible reward and support system for helping struggling students achieve the confidence and personal behaviors needed to achieve academically.

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

Part 2 – Annual Goal

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

By June 2016 , the school will integrate Positive Behavioral Interventions and Supports (PBIS) with socio-emotional supports for students that will result in a 10% reduction in principal and superintendent suspensions as evidenced through OORs reports.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>During the 2015-2016 school year, all teachers will receive training on how to respond appropriately to students with socio emotional problems.</p>	<p>All school staff</p>	<p>During the 2014-2015 school year, School Principal, Assistant Principal, Dean and School Guidance Counselor will provide professional development and will incorporate strategies from the Behavioral Intervention Manual.</p>	<p>School Principal, Assistant Principal, Guidance Counselor ,Dean, REACH Consultants and the school’s professional development committee will incorporate these trainings into the school’s professional development plan</p>
<p>In September 2015, school leaders in collaboration with REACH Consultants will develop a middle school advisory program that will use a research based curriculum to increase</p>	<p>Students in grade 5-8</p>	<p>In September 2015, school leaders will develop a middle school advisory program that will use a Research based curriculum to increase personal behaviors</p>	<p>School leaders, including the Dean, Guidance Counselor, REACH Consultants and Advisory teachers</p>

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

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.
<ol style="list-style-type: none"> 1. Plan trips as rewards for PBIS program. 2. Purchase tickets for events for students and staff. 3. Per-session for teachers to teach after school tutoring and recreational programs. 4. Anti-bullying curriculum. 5. Embed advisory periods in the day schedule. 6. Girl Circle/Boy’s Council curricula and workshops as a Tier III intervention for at risk students. 7. RAP Curriculum for Advisory.

- 8. Behavioral Intervention Manual
- 9. Reimagine Excellence And Achievement Consultant House, LLC

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		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

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

1. By February 2016, School leaders, including the Principal, Assistant Principals, School Leadership Team, REACH consultants and Deans will have evaluated first quarter PBIS data to identify patterns and trends and developed a solid tiered intervention plan.
2. By February 2016, the Principal, Assistant Principal and Parent Coordinator will have monitored parent attendance via sign off sheets at each event/activity and report a 5% increase in involvement per activity.
3. By February 2016, the Principal and Assistant Principal will have evaluated and monitored first quarter OORs reports for incidents and suspensions monthly, identified targeted students, and implemented a tiered intervention plan as evidenced by a log of assistance.
4. By September 2015, the Principal will hire a Dean.
5. By February 2016, the Assistant Principal will have collected completed the anti-bullying and cyber-bullying training of all students as part of the Advisory program.
6. By February 2016, , Principal, Assistant Principal, REACH Consultant and Guidance Counselor will have engaged in at least one cycle of analysis of the impact of the implementation of strategies from the Behavioral Intervention Manual on the progress of targeted students.

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

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Reflection: Based on the 2013-2014 Quality Review, the school is developing teacher pedagogy from a set of beliefs of how students learn best, shared by most teachers. Teaching practices reflect the school wide set of beliefs that children learn best using the workshop model, where the teacher models expected outcomes, students work in groups to master concepts, and share their learning with the whole class. However, although questioning, scaffolds in English or native language, multiple entry points, and challenging tasks for high achievers are embedded in some parts of the curricula there is a lack of consistency across subjects and classrooms. These practices are not evident in all classes. In several classes, I asked students who had finished their work if they had any challenging tasks to do, and they indicated that they could read a book or rest. In some lower grade classes, students spend time filling in worksheets and have few opportunities for peer conversations, revisions, or sharing of knowledge. As a result, student engagement is limited and there are uneven levels of high quality student work and student improvement.</p> <p>The school is developing strategies to address a variety of learners, such as using second language acquisition strategies for vocabulary building for all students, and assigning extension tasks for higher achievers, but it is not yet evident across all classrooms. Diverse groups of students receive the same tasks, regardless of specific needs, which hinder their engagement and success in the work. Consequently, improvement in students' performance and progress is not accelerated as evident in the data from student reading levels, writing samples, and unit exams. (rated ‘Developing’)</p> <p>Based on the preliminary ratings for the April 2015, the school is still rated as ‘Developing’ for Quality Indicator 1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the</p>		

instructional shifts and the Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all student produce meaningful work products.

Summative Feedback from the Principal Performance review states: The Principal established a professional learning plan for all pedagogues to strengthen teacher practice. Throughout the school year, teachers participate in on-going differentiated professional learning sessions that aligned to Danielson Framework For Teaching and to a range of instructional foci: lesson planning clinics, engaging students in learning, behavior management techniques, use of questioning and discussion techniques to assess and deepen student understanding, goal setting for SWDs, analyze student data, write language and content goals to support ELLs. However, those effects are not being reflected in teacher practice, across the school, discussions were teacher-student or student-teacher in pattern and work assignments were not differentiated nor provided supports to address the needs of special education students, ELLs, lower achieving students and higher achieving students were not challenged adequately, thus providing limited supports or most students to demonstrate their thinking. Principal Ford Anderson needs to ensure that all students are engaged in appropriately challenging tasks and demonstrate higher order thinking skills.

Framework for Great Schools Report 2015- Collaborative Teachers (Scores)

- Inclusive classroom instruction 76
- Quality of professional development 59
- Peer collaboration 75
- Focus on student learning 80

The Multicultural Magnet School’s instructional focus for the 2014-2015 school year, has as its foundation components 3b:Questioning & Discussion Techniques, 3c: Engaging Students in Learning, and 3d: Using Assessment in Instruction. These components represent the critical areas highlighted as in need of improvement for 85% of teachers after analysis of the 2014-20145 MOTP data and will be continued in the 2015-2016 school-year. Teachers met with consultants from Creative School Services throughout the year to refine areas of agreed upon connected practices. We will continue to focus on these three components and monitor teacher progress via frequent observation, feedback, and differentiated professional learning opportunities.

Strengths:

The preliminary rating for the April 2015 QR list Collaborative Team Teaming at the school as ‘Proficient.’

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.

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

Part 2 – Annual Goal

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

By June 2016, school leaders will provide professional development opportunities to all instructional teachers targeting improved classroom strategies, differentiated instruction, and lesson planning so that at least 50% of teachers move at least one HEDI rating on Danielson components 1e, 3b, 3c, and 3d as evidenced by ADVANCE data.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Every Month, teachers will receive Professional Development on the Danielson Framework for Teaching that is differentiated to support their areas of critical need and addresses the needs of all learners including SWDs and ELLs.</p>	<p>Teachers, Para- professionals</p>	<p>Every Month, teachers will receive Professional Development on the Danielson Framework for Teaching.</p>	<p>School Principal, Assistant Principal, Teachers and Talent Coach will facilitate/design at least 3 hours of PD on Danielson Framework for all instructional staff including para-professionals.</p>

During the 2015-2016 school- year, Principal and Assistant Principals will conduct frequent informal observations of teachers and provide specific, timely and actionable feedback on teacher instructional practice.	Teachers	During the 2015-2016 school year, Principal and Assistant Principals will conduct frequent informal observations of teachers and provide specific, timely and actionable feedback on teacher instructional practice.	Principal and Assistant Principals will conduct observations according to each teachers evaluation selection option as per ADVANCE.
Throughout the 2015-2016 school year, administrators and Lead teachers will engage staff in unit and lesson planning clinics to ensure the level of rigor and questioning is deepened (DOK, Cognitive Rigor Matrix, Danielson).	Teachers, Para professionals	Throughout the 2014-2015 school year, administrators and Lead teachers will engage staff in unit and lesson planning clinics to ensure the level of rigor and questioning is deepened (DOK, Cognitive Rigor Matrix, Danielson	Administrators and Lead teachers will engage staff in unit and lesson planning to ensure the level of rigor and questioning is deepened (DOK, Cognitive Rigor Matrix, and Danielson).
On a quarterly basis and during weekly teacher team meetings, Principal, Assistant principal, and teachers, will look at student work products (data analysis; quantitative and qualitative) to adjust lesson plans, units of student, and design standards based assessments that target identified gaps in what students know and are able to do.	Teachers	On a quarterly basis and during weekly teacher team meetings, Principal, Assistant principal, and teachers, will look at student work products (data analysis; quantitative and qualitative) to adjust lesson plans, units of student, and design standards based assessments that target identified gaps in what students know and are able to do.	Principal and School Programmer will embed common planning time in the school program for weekly team meetings.

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 funding will be used to pay per session and support the various professional development offerings - on site and offered externally.											
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		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

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

1 By February 2016, every teachers will have receive at least 4 hours of Professional Development on the Danielson Framework for Teaching which included practical strategies for addressing the needs of ELLs and SWDs.

2 By February 2016, all teachers will have engaged in a least four observation and feedback cycles

3 By February 2016, all staff will have participated in at least one lesson planning clinics to ensure the level of rigor and questioning is deepened (DOK, Cognitive Rigor Matrix, Danielson).

4 On a quarterly basis and during weekly teacher team meetings, Principal, Assistant principal, and teachers, will look at student work products (data analysis; quantitatively and qualitatively) to adjust lesson plans, units of student, and design standards based assessments that target identified gaps in what students know and are able to do.

5 By February 2016, every teachers will have conducted at least two intra-visitations using a focus from the Danielson Framework for Teaching.

By February 2016, at least 30% of Teachers will have participated in inter-visitations amongst other schools to build partnerships and share best practices.

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

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Reflection: Based on the 2013-2014 Quality Review, assessment rubrics and actionable feedback to students and families are being developed. The school is developing teacher assessment practices that reflect the use of ongoing checks for understanding. In some classrooms students reflect on work, but there is little evidence of peer reviews or the use of rubrics for self-assessment across the grades and subjects. The school is using Fountas and Pinnell as a common assessment for reading. However, in the upper grades results are inconsistently used to adjust curriculum and instruction. Consequently, reading goals for English language learners, special education students, and high achievers are not rigorous enough to improve student outcomes. These inconsistencies hinder teachers from making appropriate instructional decisions and adequate adjustments to curriculum impeding student progress and effective use of student data at the team and class levels.</p> <p>In many classrooms teachers use various forms to assess if students understand the work including hand signals, slates, and turn and talk. However, across classrooms teachers inconsistently use ongoing checks for understanding during lessons, and as a result adjustments to daily and long-term teaching or use of appropriate and differentiated materials to meet all students' needs are not evident. In some classes, students did not know how to respond to questions, and/or activities within a group because instructions were not clear, or they did not understand various tasks, yet students responded chorally that they understood when the teacher asked if they knew how to do the task. The inconsistent use</p>		

of checking for understanding via informal ongoing assessments precludes teachers from making necessary daily adjustments and results in some students learning needs not being met. (rated 'Developing')

- Based on feedback from the Principal Performance review (January 2015) an Area of Celebration is the Principal's use of resources and other organizational decisions are aligned to support the school's instructional goals as evidenced by hiring decisions, the hiring of a teacher coach/data specialist, a new assistant principal to manage the middle school, programming (for structured team meetings), budgeting for outside partnerships and consultants. She has dedicated parts of the budget to these resources. These include: technology in every classroom (smart board, computers, software (I ready, Study Island, ELL city for the 116 ELLs, and Data Action/Schedule for parent engagement)
- The principal is aligning assessment to curricula. Continue the use of on-going assessment and grading practices, and analyzing information on student learning outcomes to adjust instructional decisions at the team and classroom levels.

Strengths:

The Framework for Great Schools report 2015 – Effective School leadership

- Inclusive Principal Leadership 6
- Teacher influence 64
- Program coherence 65
- Principal Instructional Leadership 95
- During the 2014-2015 school year, school leaders prioritized the need for and development of a systematic and coherent approach for the collection, analysis, and use of data to drive instruction in the classroom. This year in addition to using Fountas and Pinnell as a common assessment for reading, the school has also implemented common assessment 6 +1 Traits for Writing for students in grades K-8 that enabled staff to more accurately determine literacy benchmarks for all students. Administrative staff closely monitors the implementation of agreed upon strategies and instructional practices via frequent observations and feedback conversations with teachers. To build capacity in this area, the school has brought in a consultant who works with each grade team on aligning their assessment results with instructional practices that strategically target the needs of students, and provide ongoing training in the analysis of student work products to inform next steps.
- In addition to common assessments such as the Fountas and Pinnell reading benchmark, we have developed common rubrics to help establish clear writing benchmarks across the grades. In Math, we administer a common basic skill assessment to students in all grades from K-8 with the goal of tracking their rate of progress in attaining fluency in basic operations, and to implement early intervention for struggling students. Performance tasks in all disciplines are evaluated using a common rubric differentiated by task and aligned to grade level standards to ensure the criteria upon which we are measuring student work is coherent and aligned to our school's mission. As a result 40% of students have made progress in one or more areas.

-

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

Part 2 – Annual Goal

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

By June 2016, the school leadership in collaboration with 100% of instructional teachers will implement a school based informal diagnostic, prescriptive, and common assessment system that will result in a 10% increase in the number of students meeting standards on the 2016 ELA and Math State Exam.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>1. In October- November 2015, February-March 2016, and May-June 2016. Teacher teams will administer the Fountas and Pinnell Reading Assessment and 6+1 Writing Traits Assessment, and a Math Basic Skill Assessment</p>	<p>Students in grades K-8</p>	<p>October- November 2015, February-March 2016, and May-June 2016. Teacher teams will administer the Fountas and Pinnell Reading Assessment and 6+1 Writing Traits Assessment to</p>	<p>The Principal will establish the date/time of administration and distribute of the Fountas and Pinnell Reading and 6+1 Writing Trait Assessment to teacher</p>

to students in grades K-8 to surface gaps, establish benchmarks, and inform instruction.		students in grades K-8 to surface gaps, establish benchmarks, and monitor progress.	teams in grades K-8 at the beginning of the year and at the end of each marking period.
In September 2015, Teacher teams will administer a common baseline assessment in all content areas to students in grades K-8.	Students in grades K-8	September 1- September 30, 2016, Teacher teams will administer baseline assessments.	Teachers in collaboration with school determine the baseline assessments in grade teams.
During the 2015- 2016 school year, Teacher Teams will participate in collaborative inquiry to monitor student progress and share best practices to ensure that instruction is targeting gaps in what students know and are able to do as evidence by analysis of student performance on performance tasks, benchmark, and interim assessments.	Students in Grades 3-8, Students with Disabilities and English Language Learners	During the 2015-2016 school year, Teacher teams will administer the Pearson CCLS Curricula aligned ELA/Math Benchmark Assessment to students in grades 3 -5 (Go Math Standards Sequence) – grades 6-8 (CPM3 Standards Sequence (Fall and Spring) Grades 3-8 ELA: Expeditionary Learning benchmark assessments Fall and Spring) ELL Periodic Assessment (Fall and Spring.	The Principal in collaboration with Teacher teams will determine the scheduling and administration of curricula aligned benchmark assessments based on scope and sequence alignment.
During the 2015-2016 school year, the school leader will improve the communication systems within the school and the community so all parties are aware of the school goals, progress towards those goals, and where their assistance would be most helpful so that there will be a 10% increase in passing ELA and Math Standardized Assessments for April.	Students	During the 2015-2016 school year, the school leader will improve the communication systems within the school and the community so all parties are aware of the school goals, progress towards those goals, and where their assistance would be most helpful so that there will be a 10% increase in passing ELA and Math Standardized Assessments for April 2015.	Principal, Assistant Principal, Parent Coordinator will conduct quarterly assemblies to share student progress data.

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.
1. Middle School schedule will be adjusted to accommodate extended time for testing.
2. Teachers will use Mac Computers in the school library to conduct whole class testing.

3. Teachers will utilize common planning time embedded in the program to analyze scope and sequence alignment with curricula aligned benchmark assessments.
 4. Teachers will be offered per-session to participate in the collaborative inquiry process to analyze student performance results.
 5. Teachers will be offered per-session to conduct analysis/scoring of periodic assessments.
 6. Fountas and Pinnell Assessment material.
 7. Basic skill workbooks.
- Administration Per-Session for supervision of before/after school activities.
8. Principal will purchase laptops for teachers.
 9. Purchase a class set of laptops for classroom based testing.

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		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

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

1. By November 2015, Teacher teams will analyze student performance on baseline assessments and utilize the data to drive instruction in the classroom, identify students requiring tier II/tier III interventions, and to identify gaps/make adjustments in curriculum.
2. By February 2016, teacher teams will administer Fall Interim Assessments and establish goals in preparation for State Standardized Tests.
3. On a quarterly basis, Principal and teacher teams will monitor student progress on curricula aligned periodic assessments as well as collect and assess teacher team data by grade and subject.

By February 2016, 30% of teachers will have participated in at least one cycle of collaborative inquiry process.

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

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

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>Reflection: Last year, teachers and staff were challenged with finding the time to initiate contact with parents regarding their child’s academic progress in a systemic manner. Most communication was reactive in response to behavioral issues or failure to thrive academically. The set aside time for teachers to engage parents on Tuesdays has already had a positive impact on the quantity and quality of access to parents. Last year we piloted the use of an online grading program- Data-Action/ Schedule. After analyzing data, we found that only 20% of our parents were active users of the site and we needed to find ways to systematically and consistently enroll and train parents on the program. This year, we have implemented “School Messenger” to support the promotion of Schedule which will be used to encourage parents to check their child’s status online on a weekly basis.</p> <p>The Framework for Great Schools Report 2015 Strong Family-Community Ties</p> <ul style="list-style-type: none"> Parent Teacher Trust 50 Parent Principal Trust 28 Student Teacher Trust 43 Teacher Principal Trust 87 Teacher Trust 89 		

Principal Performance Review Feedback – Principal Ford Anderson begins the school year discussing expectations such as teaching and learning based on the Danielson Framework for Teaching, citywide instructional expectations (CIEO), and student progress data. Furthermore, Principal Ford Anderson ensures that teachers received on-going professional learning opportunities to improve their teaching practice. In addition, to the regular daily communication to school staff, the principal issues the PS 212 Chronicle where specific information about upcoming instructional, extracurricular, and parent engagement activities are clearly shared with the entire school community. As a result, communication of high expectations supports learning to ensure success and higher achievement for all students.

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

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

Part 2 – Annual Goal

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

By June 2016 , school leaders will promote and see a 10% increase in parental use of the online grade-book (Data-Action/Engrave). The school will also use the automated messenger system (School Messenger) to ensure that information about students and the school reaches all parents.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the 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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Throughout the 2015-2016 school year, Principal and various staff members will conduct staff trainings on the use of Data-Action, provide literature and letters to parents explaining the rationale behind the program</p>	<p>Parent, Teachers</p>	<p>Principal and various staff members will conduct staff trainings on the use of Data-Cation, Engrave and provide literature and letters to parents explaining the rationale behind the program.</p>	<p>School Principal and various staff members will conduct parent training sessions through the coordination of the Assistant Principals and Parent Coordinator.</p>
<p>During the 2015-2016 school years, the school will partner with Learning Leaders – a Family Volunteer Program that provides training and workshops geared to</p>	<p>Parents</p>	<p>During the 2015-2016 school years, the school will partner with Learning Leaders – a Family Volunteer Program that provides training and workshops geared to empower parents to foster</p>	<p>School leaders-Principal, Assistant Principal and SLT in collaboration with the Parent Coordinator will provide the necessary space and time allocations for successful implementation</p>

empower parents to foster their child's educational development.		their child's educational development.	of workshops and other recommended activities by the Learning Leaders team.
During the 2015-2016 school year, the school will provide The MMS 212 Evening Academy for the parents of ELLs. The workshops will introduce parents to technology and increase their understanding of ELL instruction and assessment.	Twenty Parents of English Language Learners.	Teachers and Parents will meet once a month on Thursday evenings for four sessions during the months of February-May.	The ESL Coordinator and Teachers in collaboration with school administration will Oversee the following four targeted sessions: <ul style="list-style-type: none"> • Orientation to the Title III After School Program • Understanding the NYSESLAT • Literacy for ELA Introduction to technology and computers
Every month, parents will receive an invitation to attend a school event e.g. workshop, celebration, school performance.	Families	Every month, parents will receive an invitation to attend a school based event.	School leaders-Principal, Assistant Principal and SLT in collaboration with the Parent Coordinator will use school messenger, back pack, flyers, text, and emails to extend an invitation to all parents to encourage participation.

Part 4 – Budget and Resource Alignment

<p>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.</p> <ol style="list-style-type: none"> 1. Data Cation, Learning Leaders, and School Messenger. 2. Per-session for staff to teach MMS 212 Evening Academy for the parents of ELLs 3. Per-session for Teacher led professional develop/workshops before/after school. 4. Instructional materials for ELL academy (workbooks, trade books. 5. Copy paper. 6. Volunteers for the Learning Leader Program. 7. Per-session for ELT after school for ELLs.

8. Funds for Breakfast with Principal

Plan 5 Parent Teacher Conferences/Open houses September, November, January, March, and May

9. Educational software that targets the development of language and academic vocabulary e.g. Imagine Learning, Reading Eggs, and Study Island

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		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

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

1. By February 2016, parental use of the online grade book will have increased by 5%.
2. By February 2016, 100% of teachers will have fully implemented their online grade book.
3. By February 2016, School Administrators will have analyzed parent attendance at school events and developed a plan to increase participation.
4. By February 2016, parents will have received an invitation to a school based event, conference, or celebration at least one time per month.
5. By February 2016, the Learning Leaders Program will have developed and implemented a training and professional development plan.

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

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

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

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

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>At-risk counseling, Response to Intervention, Positive Behavior Incentive Support Program, Student Incentive Programs , CST team, PPT (Attendance team), At risk counseling (Counselors and or</p> <p>SAPIS), RTI, PIP plans, functional behavioral counseling, academic counseling, Community Outreach (AIDP), MDR, 504 Accommodation for At-Risk immunization, triage as needed, referrals, and wellness consultations</p>	<p>Small group, tutoring, one to one</p>	<p>Small group, tutoring, one to one</p>	<p>During the school day, before/after school, Saturday Academy</p>
--	---	--	--	---

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ol style="list-style-type: none"> 1. New teacher training, mentoring program. 2. Buddy teachers and special emphasis on classroom intra-visitations 3. A program schedule that builds common planning time, departmental conferences, and grade conferences 4. Use of Engage NY to promote online teacher professional development 5. Use of teacher text such as "The Skillful Teacher" to promote specific classroom/teaching practices 6. Special emphasis on the Depth of Knowledge Wheel and the Cognitive Rigor Matrix to promote rigor and higher order thinking tasks/questions 7. Provide ongoing Professional Development for teachers and staff to ensure effective use of strategies, rubrics, curriculum maps, unit planning and data analysis 8. Partner with Network to provide lesson plan clinics, Instructional Rounds and classroom visits 9. Partner with the Teacher Effectiveness Unit with emphasis on the Danielson Teaching Framework 10. Monthly staff meetings to address teaching practices and data awareness 11. Attend teacher fairs to recruit teachers or other pedagogues 12. Network with other Principals and Assistant Principals with the focus of recruiting teachers or staff members 13. "Webinars and tutorial resources based on Engage NY 14. Hire instructional Coaches from Generation Ready (ELa/Math) to support on the job training, coaching, and development.

2b. High Quality and Ongoing Professional Development

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

- ELI workshops for Assistant Principals
- Instructional Rounds
- CBO led professional learning sessions
- Principal led Professional Development for Assistant Principal and Teachers using professional learning handbook
- Teacher led Professional Developments

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	528,349.00	x	5A,5B,5C,5D,5E
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$101,779	x	5A,5B,5C,5D,5E
Title II, Part A	Federal	67,287.00		5A
Title III, Part A	Federal	12,708.00	x	5A
Title III, Immigrant	Federal	0		5E
Tax Levy (FSF)	Local	2,591,143.00	x	5A,5B,5C,5D

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

The Multicultural Magnet School Parent Involvement Policy (PIP)

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

The 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.

The Multicultural magnet School School-Parent Compact (SPC)

[School name] , 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 State Standards to enable participating children to meet the State's Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>PS/MS 212</u>	DBN: <u>12X212</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>42</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

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

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

- The number of students in each group will be no more than 21. The Program will be implemented for a total of 34 sessions for a total of 42 students (two groups of 21). The Program will start on January 7, 2015 and end on May 14, 2015.

Four teachers:

Elementary School: 1 Common Branch, 1 ESL teacher

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

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

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

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

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

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here: _

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

Session 1: English Learners Academic Literacy, and Thinking

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

Date: January 16, 2015

Time: 2:30 - 4:30

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

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

Date: February 6, 2015

Time 2:30 - 4:30

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

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

Date: March 13, 2015

Time: 2:30 - 4:30

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

Date: April 10, 2015

Time: 2:30 - 4:30

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

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

Part D: Parental Engagement Activities

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

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

Begin description here: _

The benefits of Parents and Community involvement leads to better attendance, higher achievement, improved attitudes about learning, and higher graduation rates, with this in mind PS / MS 212 Parents of ELL’s participate in all schools related activities such as: Parent /Teacher Conferences in the Fall and Spring. ESL Parent Orientation of newly enrolled students. ELL workshop during the Parent-Teacher Conference nights. Parent Association Meetings, School Leadership Team meetings, student

Part D: Parental Engagement Activities

performances, and trips. Our Community Based Organizations: Xposure hold meetings with parents to inform of their activities and translators are available to assist with translation. In addition, Mr. Cardoza, Parent Coordinator, and Mr. William Teran, ELLs Coordinator, conduct constant need assessments to determine the needs of the Parents: The creation of Evening Academy for the parents of ELLs will target twenty parents for Technology / ESL classes and cultural trips. Teachers and Parents will meet once a month on Thursday evenings Saturday for four sessions during the month of February, March, April and May. These workshops will introduce parents to technology, increase their understanding of ELL instruction and assessments, and will also include an invitation to attend cultural trips. The RHLA indicates Spanish is the dominant language of ELLs in our school but to ensure that all parents are invited, all communication will also be translated to French for those few parents whose first language is French. The ESL teacher, and the Parent Coordinator will greet and meet with our targeted parents. Refreshments and materials are at no cost to the program.

-
Session 1: Orientation to Title III After School Program

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

Date: January 15, 2015

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

-
Session 2: Understanding the NYSESLAT. (New York State English Second Language Achievement Test)

Rationale: Parents of ELLs will have an understanding of the NYSESLAT scores and the importance of moving from one level to the other.

Date: February 5, 2015

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

-
Session 3: Literacy for ELA.

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

Date: March 12, 2015

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

-
Session 4: Introduction to technology / computers.

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

Date: April 16, 2015

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

-
-
-
-
-
-
-

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 12	Borough Bronx	School Number 212
School Name The Multicultural Magnet School		

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 Gloria Ford Anderson	Assistant Principal Kirk Peters
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher	School Counselor Mimy Mpowa
Teacher/Subject Area Claudio Estrella/ESL	Parent type here
Teacher/Subject Area Belkis Pena/ESL	Parent Coordinator Orlando Cardoza
Related-Service Provider Claudia Perry	Borough Field Support Center Staff Member
Superintendent Rafaela Espina	Other (Name and Title)

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

D. Student Demographics

Total number of students in school (excluding pre-K)	453	Total number of ELLs	86	ELLs as share of total student population (%)	0.00%
--	------------	----------------------	-----------	---	--------------

Part II: ELL Demographics

A. ELL Programs

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

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	86	Newcomers (ELLs receiving service 0-3 years)	48	ELL Students with Disabilities	8
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	32	Long-Term (ELLs receiving service 7 or more years)	6

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	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	48	1	3	32	0	0	6	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

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

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

* EP=English proficient student

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

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

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	8	7	6	8	4	5	6	11					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			1				2		2					0
Haitian														0
French		2	1		1	2		2						0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	3	0	1	0	1	0	1	4	4					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)		1	3	1	2		1	5	9	0	0	0	0	0
Emerging (Low Intermediate)	0	3	2		4	1			1	0	0	0	0	0
Transitioning (High Intermediate)	1	3	4	1	2	2	1		1	0	0	0	0	0
Expanding (Advanced)	2	8		4	4	2	4	7	4	0	0	0	0	0
Commanding (Proficient)	0									0	0	0	0	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	0	0	0	0	0	0	0	0	0	0

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					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									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									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.
 Early literacy skills are assessed using Fountas and Pinnell. Fountas and Pinnell allows us to assess reading levels, fluency, comprehension, phonetic skills, and writing skills. The data has allowed us to pinpoint the need to focus instruction on reading strategies for comprehension and phonics for decoding. Fountas and Pinnell Running Record is utilized school wide. Each student's reading level is assessed through their decoding, fluency, and comprehension of the text. The Fountas and Pinnell data for Kindergarten and first grade demonstrated the need to focus on sight words and phonetic structures such as digraphs, diphthongs, and blends. Our ELLs in first grade cannot decode digraphs and blends as one phonetic structure. Additionally, our beginner second grade ELLs are struggling with letter recognition, decoding simple consonant vowel consonant patterns. For these reasons ESL instruction will focus on family words, short vowels cvc patterns, utilizing visual cues, and decoding strategies. Furthermore students below the grade level benchmarks in Fountas and Pinnell will be grouped for RTI instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 A historical and current review of the NYSITELL AND NYSESLAT results revealed that 0 (zero) students in grades K-8 scored at Proficient/Commanding; 22 scored at beginning/Entering; 11 scored at Emerging/Low intermediate/ 14 scored at Transitioning/High Intermediate; 30 scored at Advanced/ Expanding. Our newcomer students are testing at 18 Entering/Beginning; 9 Emerging/Low Intermediate; 14 Transitioning/High Intermediate; 21 Expanding/Advanced. A review of current NYSESLAT data (2015) revealed that although some students achieved a particular level (ex.. Advanced) on the combined modality report, their actual achievement differed. In some instances, a student who scored at the advanced level in speaking and listening, may actually be at beginning level in speaking and intermediate level in writing. In addition, our largest placement group in Listening/Speaking (34) is Advanced and Reading/Writing (28) Advanced. The data also revealed scattering within modalities tend to occur (in this case) among the upper grades (7th and 8th) which was our largest influx of ELLs in 2013-2014.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The school uses information about Annual Measurable Achievement Objectives to set targets for each year. Based on this information, lessons can be customized to meet the student's individual needs and target groups. We are able to pinpoint the need of increasing

ESL instruction focused on phonetic structures, reading fluency and comprehension strategies for the kindergarten and first grade students. In order to support the students testing nearly at proficient in reading/ writing, organization, sentence variety, word choice and especially conventions will be targeted for middle school advanced students. Our middle school intermediate students demonstrated a need in the reading component in the NYSESLAT. Instruction in reading comprehension strategies especially fix-up strategies in order to increase students monitoring their own comprehension will be targeted for our middle school intermediate students. Through inquiry the ESL teachers along with the classroom teachers will align the curriculum with the specific targets for each grade span and language level. They may use the NYSESLAT results and the state exams to target specific modalities or skills per student or target group. One particular target group to provide additional support in ELA will be our third year ELLs, data from the state ELA exam of 2015 demonstrated this need. Furthermore, our SIFE students and newcomers through our Basic Skills RTI program will be provided the additional support through tailored instruction utilizing the data from the NYSESLAT and AMAOS. The groupings will be ascertained through the AMAO tool which implies the at-risk students. The AMAO tool will allow us to predict which student may not meet one level of growth or proficiency and target the modality needed to progress one level or reach proficiency, with the specific modality, needed to attain this goal. The AMAO tool will also allow us to create RTI groups for students with their deficiencies addressed in small group instruction utilizing base line, midline, and in house assessments of the exact modality. The AMAO tool highlighted the students as at risk for not meeting AMAO 1 and 2. Through data from the NYSESLAT and diagnostic tools it was determined, to focus on in small group instruction with specific teaching strategies building listening, and reading comprehension.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).

[Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

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

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

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

7. For dual language programs, answer the following:

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

Paste response to questions here:

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

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

Part IV: ELL Identification Process

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

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.

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

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

Determining SIFE status begins at the time of the completion of the HLIS when the parent is asked to indicate prior schooling. If there are indications with the ELL identification process that a student has had an interruption or inconsistency in their formal schooling the oral interview questionnaire and the Literacy Evaluation for Newcomer SIFE are administered. In addition, teachers administer benchmark assessments in English and in the Home language and analyzes the results.

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).

A newly enrolled student with an IEP and the Home language is other than English will be referred to the Language Proficiency team. The team (Claudio Estrella certified ESL grades 7-12 or Belkis Pena certified ESL grades K-6 Chava Penzias - special education coordinator) will review the students IEP, review student work and conduct an interview to determine the child’s eligibility for the NYSITELL and potential SIFE status. The LPT will send their recommendation to the Principal. Upon review, the principal determines the NYSITELL should be administered to determine ELL status, administration will proceed and ELL identification process continues as with all students. If upon review the principal determines the student should NOT take the NYSITELL, the determination is sent to the Superintendent or designee for review. Parent or guardian is notified within 3 days of the decision. Upon review, superintendent or designee determines the student should take the NYSITELL the student takes the NYSITELL to determine ELL status. Ell identification process continues as with all students. If upon review, the Superintendent determines the student should NOT take the NYSITELL the paent is notified and ELL identification process terminates.

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.

The ESL Teacher for the corresponding grade band, Mr. Estrella (grades 6-8) and Ms. Pena (Grades K-5) mails parents the entitlement letters in the parent's preferred language. Copies of the entitlement letters are maintained in a separate binder in the school.

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).

During initial parent orientations parent will be informed of the re-identification process and the 45 school day window.

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

After the initial interview, a follow-up orientation workshop is held within ten days of entering the NYC school system. The ESL teachers(Ms. Pena and Mr. Estrella) are present at the orientation meetings and at the monthly ELL program meetings. Individual appointments are also made by parents with the ESL teacher for the parent orientation when they are unable to attend our monthly meeting. During the orientation session, the parents of English Language Learners (ELL) have the opportunity to watch a video from the

DOE explaining the following programs – Transitional Bilingual Education which offers instruction both in the student’s native language, as well as ESL; Dual Language – half the instruction in English and half in the student’s native language; and a Freestanding English as a Second Language program which provides all instruction in English through the use of specific instructional methodologies. Additionally we provide parents with the ELL Parent Brochure, the Parent Choice Survey, and the PS 212 ELL program handbook in their native language. At 212, as per parent choice at this time we provide a Freestanding English as a Second Language program. Additional outreach through letters, phone calls, and our robo call system School Messenger can be done to inform parents who have previously chosen a TBE/DL program if the program becomes available as per parent choice.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Program selection forms are provided in the parent's preferred language with specific instructions for completion and submission. Parent selection forms are initially backpacked or mailed. Additional outreach through letters, phone calls, and our robo call system School Messenger are utilized to reach out to parents. In exceptional cases the family worker will conduct a home visit.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

If a parent was unable to attend the monthly orientation meeting, an appointment is made with the appropriate ESL teacher at the convenience of the parent to complete the Program Selection Forms. Phone calls, and letters to parents by mail are done until the parent choice letters are received.

9. Describe how your school ensures that placement parent notification letters are distributed.

The ESL Teacher for the corresponding grade band, Mr. Estrella (grades 6-8) and Ms. Pena (Grades K-5) mails parents the entitlement letters. Copies of the entitlement letters are maintained in a separate binder in the school. Whenever possible the ESL teacher receives the Parent Selection Forms immediately after the orientation meetings, following intake, or the monthly orientation meetings. The parent choice letters are kept in a separate binder in order to consistently refer to the current trend of parent choice and maintain a tally of the parent choices. If a parent was unable to attend the monthly orientation meeting, an appointment is made with the appropriate ESL teacher at the convenience of the parent to complete the Program Selection Forms. Phone calls, and letters to parents by mail are done until the parent choice letters are received.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All ELL documentation is made available in the parent's preferred language. Copies of the entitlement letters are maintained in a separate binder in the school. Whenever possible the ESL teacher receives the Parent Selection Forms immediately after the orientation meetings, following intake, or the monthly orientation meetings. The parent choice letters are kept in a separate binder in order to consistently refer to the current trend of parent choice and maintain a tally of the parent choices. Copies of all ELL documentation is also maintained in the child's cumulative record folder.

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.

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

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

The teachers, supervisors, and parent coordinator keep the parents informed through letters in the parent's preferred language, meetings, workshops and literature. Individual appointments are made with parents and ESL teachers when needed.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing the Home Language Surveys, Program Selection forms for the past few years, and biographical data of our students, we have discovered that our ELLs come from diverse multicultural backgrounds such as Africa, Asia, Caribbean, and South America. After reviewing the Home Language Surveys, we have identified that our ELLs speak different languages in each grade. After reviewing various ATS reports (RLER, RLAT, RESI, RYOS), with the Parent Surveys we have identified that we currently do not have enough ELLs of the same home language in two consecutive grades to create a transitional bilingual education class. Additionally our tally of Parent Selection Surveys is updated following each monthly parent orientation meeting. The majority of our program selection forms demonstrate the current trend of ESL as the first program choice. The maximum amount of Parent choice in a grade span for a transitional bi-lingual education class is kindergarten with 2 parents selected a transitional bilingual education class. Therefore, as per parent choice, we have adapted a Freestanding English as a Second Language program which addresses the needs of our diverse student population.

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.

In an effort to customize our instructional program, the variation in the required instructional units per level of functioning is addressed during our programming sessions in a freestanding ESL stand alone model. Students are placed heterogeneously in their corresponding grade bands. Beginner/Entering and Low intermediate/Emerging level students receive 8 periods (360 min). Intermediate/Transitioning, Advanced group, receive 4 periods per week (180 min). Proficient/Commanding students receive 90 minutes. In our current scheduling, Beginners, Intermediates and Advanced/Expanding receive push in ESL instruction for 4-6 periods a week and ESL pull out for the remaining mandated periods separately according to placement. Additionally, lower level Intermediates are pulled out with Beginners at selected periods. Higher level intermediates are pulled out with Advanced students at selected periods. Push-In instruction is also scheduled per class. The mandated 45 minutes of Support for ELLs is given with an additional certified ESL teacher providing push-in support.
 - b. TBE program. *If applicable.*
n/a
 - c. DL program. *If applicable.*
n/a
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Our beginners/entering and low intermediate/emerging students receive 8 periods (360 min) of ESL instruction, 4-6 periods of ESL push in to ELA and content area classes and ESL pull out for the remaining mandated periods separately according to placement. Intermediate/Transitioning, Advanced group, receive 4 periods per week (180 min) 2 are push in to ELA classes. Proficient/Commanding students receive 90 minutes both receive push in to ELA. Additionally, low Intermediates/Emerging are pulled out with Beginner/Entering at selected periods. Intermediate/Transitioning are pulled out with Advanced/Expanding students at selected periods. Push-In instruction is also scheduled per class.
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.

Content areas are delivered using sheltered English instruction and a variety of constant scaffolding in order to allow ELLs to acquire content area vocabulary in English and content area skills in English. Through constant modeling of academic language in Socratic seminars, cooperative groups, and through accountable talk students are expected to respond and participate using academic language and higher order thinking. Teachers are encouraged to create cooperative learning groups in order to facilitate opportunities for students to interact with students at their proficiency level and students at a higher proficiency level. Through thematic units teachers model language functions and structures using academic language in context. Instruction is aligned with mandated ESL/ELA, content area standards, and the core curriculum. Teachers are encouraged to create thematic units which incorporate content and language objectives. Quality materials reflect the home language of the student and are aligned with the school's core curriculum. Texts are available in the home language of many of our students in the content areas. Our Go Math teacher and student materials are utilized in English and Spanish. Additionally our ELA curricula has embedded support for the instruction of ELLs. The ESL Teachers meets on a weekly basis with content area teachers and the ESL teachers through mentoring, professional development and department meetings to discuss current units, differentiation, and collaboration of the ESL teachers with the content area teachers. Additionally, the ESL teachers plan lessons in collaboration with content area teachers to provide constant support with a focus on academic language, differentiation, cognitive demands of tasks, evaluating student work and data, and scaffolding in the content areas to meet student needs.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Ongoing daily assessments, thematic assessments, demonstrations, exhibits, and skill based assessments in verbal and written form in ESL and in the content areas are created through the collaboration of ESL teachers and content area teachers. A student portfolio is maintained by classroom teachers in order to be assessed periodically by teachers, students and parents. Students are encouraged to put pieces in their portfolio reflecting their home language and English. The students are given formal and informal assessments in the native language of the ELLS when necessary. In addition, assessments in the native language of the ELLS are present in our current curriculum materials. Ongoing assessments are utilized to evaluate student learning and performance.

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

Through professional development, inquiry and teacher team meetings teachers are presented with data showing the language level for each modality. In addition, the stages of language acquisition with indicators for each level are addressed when designing instructional units and aligned assessments. Furthermore ESL teachers have constructed curriculum maps with all 4 modality assessments as culminating tasks for each standard based rigorous unit. Informal assessments are given by the ESL teachers of each modality at the end of each unit. Each Common Core based thematic unit is presented with assessment that align to the NYSESLAT. For example, ESL teacher develop an assessment aligned to the ELA curricula in each grade to assess language acquisition within the context of comprehension of content. The ESL teacher has created additional informal assessment based on the NYSESLAT such as a Speaking assessment with a picture description connected to the Civil War. The teacher is also able to utilize the writing performance task which align to NYSESLAT writing component. Each ESL teacher has developed a curriculum map with monthly thematic unit with corresponding assessments that align to each component of the NYSESLAT. In the curriculum maps the assessments are grouped under Listening, Speaking, Reading, Writing. The ESL department conducts formal assessments as well of each modality. Each student is given a baseline, midline and mock NYSESLAT format assessment with each modality assessed. Former ELLs receive at least one half unit of study of English as a new language (90 minutes per week). All ELLs receive specified testing accommodations according to their academic needs, in addition to any accommodations on the IEPs or 504 plans. Such accommodations include, but are not limited to: time extensions on all exams, separate location, bilingual dictionaries or glossaries, oral translations (except state ELA exam).

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

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

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

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

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

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

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal will review the re-identification process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member (ESL and content area teachers) in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination the principal will provide additional support services and may reverse the determination within this same 6-12 month period.

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?

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

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?

A student's environment is considered when scheduling. ESL teachers in collaboration with classroom teachers, and other service providers, schedule services and plan instruction, in department meetings and preparation periods, in order to provide each child their mandated instruction and services according to their individual IEP. The ESL teachers collaborate with the classroom teachers in order to push in and pull out the SWD . This will allow instruction to be done within the peers of their class and participate in collaborative groups with non-disabled peers according to their grade level. If a reevaluation is needed it will be conducted.

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> 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 DUALY 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.

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 DUALY 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.

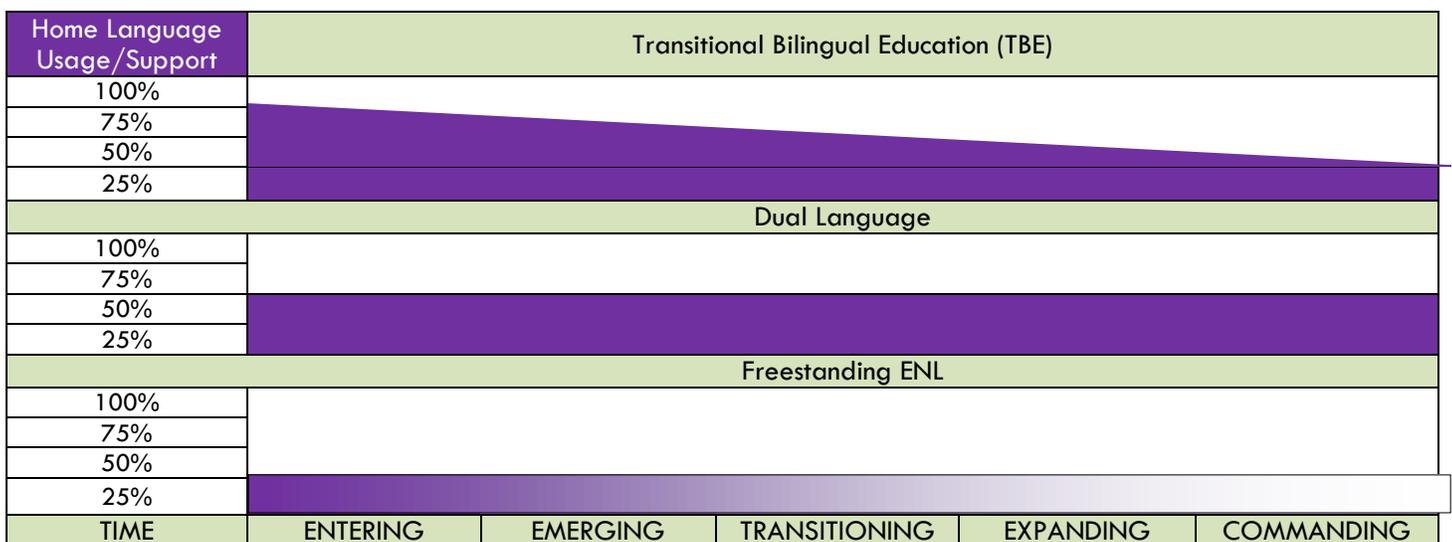


*Note: “other approved services” does not apply to New York City at this time.

CI Chart

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. Collaboration between the ESL teacher, AIS providers and their current ELA/content area teachers is frequent and ongoing through department meetings and preparation periods. These primary planning sessions will focus on customizing instruction in preparation for ELA , using Wilson and Foundations. Diagnostic assessments are given in order to create ELL target groups for both ELA, math, and content areas. During extended day ESL teachers and content area teachers collaborate to target these students utilizing the data from the diagnostics. ELLS needing targeted interventions for ELA are given instruction in small groups in extended day and Saturday Academy by a content area teacher and an ESL teacher. ELLS needing targeted interventions for math are given instruction in small groups in extended day and Saturday Academy by a content area teacher and an ESL teacher. Both Social Studies and Science teachers collaborate with the ELL Coordinator and ESL teachers to identify students in need of interventions. These students are seen in Extended Day and further support is given through the ESL teacher. Data reports (Interim Assessment, RNMR, RLAT) , and class diagnostics, are used to identify students in need of interventions.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Through qualitative measures such as the NYSESLAT, NYSITELL, ELL periodic assessments teachers and administration have noted significant progress in beginner students in the middle school grades. The ELL inquiry team sheltered English instruction teachers analyzed the data of the 2014 NYSITELL beginners in comparison to the 2015 NYSESLAT results . Close to half of the students testing initially at Intermediate meeting the AMAO goal #1. Additionally teacher team meeting of ESL teachers with the classroom teachers noted student progress through monitoring the Common Core Performance Tasks. This collaboration of teachers , and administration was a key element of the effectiveness of our program. The collaboration allowed for standard based instruction in ELA, Math and in the content areas to be designed and tailored utilizing several forms of qualitative and quantitative measures. The professional development focused on levels of language acquisition and indicators at each level allowed the teachers to design instruction ,and assessment in ELA, Math and in the content areas that met the students needs in language development.
12. What new programs or improvements will be considered for the upcoming school year?

Our Basic Skills RTI program is a initiative where schoolwide benchmarks are given to each student. These grade level benchmarks address the competencies present to perform on standard based grade level tasks. The benchmarks allow the teachers and administration to identify the achievement gaps for the school as a whole and create target groups per grade. The target groups are identified as the at-risk students below grade level benchmarks. These students receive small group instruction tailored to the deficiencies present from the diagnostic tools.
13. What programs/services for ELLs will be discontinued and why?

There are no programs that are being discontinued from last year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ALL ELLS are invited to participate in our SES and afterschool programs Sports and Arts, Band, and Participating programs in the 212x campus. Technology with bilingual capabilities will be used during instruction in our afterschool program. Furthermore, with Title III funding, we will begin a Saturday program for newcomer Immigrant ELLS and their parents using Oxford Picture Dictionaries, workbooks, and Side By Side texts.
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.

The instructional materials used in the ESL program parallel those used in monolingual program in an effort to facilitate transition. The materials used are: Reader's Theatre, Reading Streets (Balanced Literacy reading and Writing Workshop Models), Word Wise, Kaplan Math/ELA Rosetta Stone and a extended range of print, visual and digital resources. An adequate bilingual ESL class library is available for student use, color-coded and labeled by language. This year we will be introducing the Ipad 2 for instruction, a tool for supplemental materials, and native language support. Various websites , such as the Children's International Library, provide native language interactive texts and visuals students may utilize. For use in the content areas, photo libraries, such as our Science photo library provide visuals and vocabulary support for the ELLS. The Content Area teachers in collaboration with ESL teachers utilize various websites (free translation, pete's power points, google images, edhelper, freeology, brain pop, cool math games) for native language support, scaffolds, supplementary materials and differentiated tasks in the content areas in order for students to build technical and digital proficiency.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Our ESL teachers and Instructors/translators (from our SIFE program) are bilingual and provide native language support necessary for beginners in order to transfer skills from their native language to English. Native language instruction is used support higher order thinking in demanding and challenging areas of instruction. Decisions on language use in instruction are based on data ,student needs, language levels, and challenging content . The language of student products is determined according to student needs. Student products are differentiated according to the strengths and areas of improvement. In the ESL classroom , there is evidence of student work displayed in both student's native language and English. Charts, vocabulary, word walls provide a print-

rich environment in both the student's home language and English. Due to these supports there is a consistency of home language and English usage.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All services (ESL, AIS, SIFE initiative) instruction and support are standard based CCLS corresponding to the students grade and age.
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).
Newly enrolled ELLS are given support through our SIFE/welcome center, and our monthly language club meetings where counseling,technology, native language libraries and information on the ESL program is available for students and parents.
19. What language electives are offered to ELLs?
A language elective being offered to ELLS currently is Spanish. Through instruction and technology students acquire listening , speaking, reading and writing skills in Spanish.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

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.)
Professional Development and Support for School Staff

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

- Response to Intervention
- Bilingual/ESL Compliance/CR PART 154
- Using data to drive instruction (NYSESLAT/NYSITELL)
- ELLs Periodic Assessment, Performance Series and Acuity
- SIOP Model
- Scaffolding
- Infusing technology and Realia (Using Smart Boards /Ipads)
- Language Allocation Policy (changes and status)
- Sentence Frames
- Differentiation, Learning Language Needs and Effective Practices for ELLS
- Accountable Talk for ELLS
- Developing Academic language Through Content
- Current ESL/ Bilingual Research

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

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?
SEE QUESTION #1
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
We hold an after school ELL academy that is led by the school's Guidance Counselor and an ESL teacher. Students and their parents receive academic, placement, and information in a structured setting from once a week to 1x monthly as per interest to support the transition to secondary placement.
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.

Professional Development for teachers as per CR Part 154.2: is embedded in the school's comprehensive professional development plan. One Monday professional development session per month is devoted to specifically addressing the needs of English language learners with a focus on such topics as: language acquisition, best practices for co-teaching strategies and integrating language and content instruction for English language learners. Agenda and attendance sign off sheets are kept in the schoolwide professional development binder in the principal's office.

C. Parental Involvement

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

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

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

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

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

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.

Attendance records, staff members present at the orientation, and languages used other than English are recorded and maintained in the ELL binder in the principal's office. Outreach to parents to ensure their needs are accommodated include in person meetings, phone calls, and letters in the parent's preferred language mailed throughout the school year.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parent involvement is encouraged through ELL parent workshops, invitations to schoolwide parent workshops hosted by Learning Leaders, after school ESL class offerings for parents, and invitations to community events.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Not currently.
5. How do you evaluate the needs of the parents?
Parents needs are evaluated through in person visits, parent survey responses, analysis of parent initiated inquiries throughout the school year and direct requests.
6. How do your parental involvement activities address the needs of the parents?
Our parent involvement activities are related to student progress and achievement via academics, attendance, or PBIS program PRIDE. Hosting parents during Tuesday parent engagement sessions provides ongoing monitoring and collaboration with parents around student needs. Invitations for parents to participate in monthly PBIS award ceremonies invites provide parents with the opportunity to further engage with administrators and other staff to find ways to promote student achievement.

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.

Key foci in our ELL program are

-Teacher Collaboration through Inquiry, Teacher Teams, Coteaching of Sheltered English Class

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

School Name: **the Multicultural Magnet Schoo**

School DBN: **12x212**

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)
Gloria Ford Anderson	Principal		1/1/01
Kirk Peters	Assistant Principal		1/1/01
Orlando Cardoza	Parent Coordinator		1/1/01
Claudio Estrella	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Belkis Pena/ESL	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **12x212** School Name: **T**
Superintendent: **Rafaela Espinal**

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.

At registration, parents complete a Home Language Identification Survey (HLIS) for their child/ren. An informal interview is completed by designated pedagogue from the school ELL department, Ms. Pena (ESL teacher/Spanish or Italian) who is able to speak in their native language and English. Designated translators are available if needed, Mr. Estrella (ESL teacher/Spanish or French) or Ms. Mpowa (School Counselor/Spanish/French). Based on their responses, we are able to ascertain the language spoken, written and read by the parents. The informal interview with the student and parent informs us about the parents' country of origin, and languages spoken. The parents are provided with school-wide information including special ESL services in English, Spanish and French. The ESL teachers coordinate services based on grade bands (Ms. Pena - grades K-5, Mr. Estrella - grades 6-8), and the testing Coordinator reviews the various ATS reports (RLER, RLAT RESI, BIOS) to ensure every ELL is identified properly. This data reinforces the information given in the home language survey, and interview, and allows us to properly identify the language spoken by the parents.

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

Based on the data we use to review our students and parents' language needs - the Home Language Surveys, Program Selection forms for the past few years, and biographical data of our students, we have discovered that although our ELLs come from diverse multicultural backgrounds such as Africa, Asia, Caribbean, and South America, they mostly speak and understand Spanish and French. Therefore, we

have deliberately acquired Spanish and French teachers to teach the students using ESL methodologies to instruct the students. Additionally, every piece of document that goes home to parents is translated into Spanish and French.

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.)

-School Calendars.

-The MMS Journal - a biweekly newsletter created for parents by the Principal that contains invites, reminders, and updates to calendar events.

-Flyers for school events- Parent and Teacher Conferences, School Closings, Trips.

-Parent Handbook

-Afterschool/Saturday Academy information

1. Staff Members. All Department of Education documents, formal and/or informal, are translated and provided to parents by our capable staff members who speak French and Spanish fluently.

2. Parent Volunteers. Our school has a pool of parents that speak Mandigo, Wolof and Fulani who are called upon to support Parent activities.

3. NYCDOE - The Translation and Interpretation Unit is an important part of the Department of Education's language access initiative which aims to enhance the organization's ability to communicate with and better engage limited-English-proficient parents of New York City school children. The Unit provides New York City public schools and offices with an internal resource for accessing written translation and oral interpretation services.

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.

-Monthly Workshops for Parents of ELLs

-Parent Teacher Conferences- September, November, March, and May

-Daily attendance calls PRN- Parent Coordinator and Family Worker.

-Multicultural Day- Celebration - March 2016

Parent Orientation for High School - September, October, and November.

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.

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

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

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

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.)

The Parent Coordinator is the designated liaison who ensures that all parents have access to materials and human resources to meet their language needs. The Parent Coordinator coordinates services with all staff on site including the dissemination of resources e.g. List of staff who speak multiple languages, and provide training on how to use translation services over the phone. It is the parent coordinator's responsibility to ensure that notices of language assistance services are posted and made available as needed to families.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

The Parent Coordinator is the designated liaison who ensures that all parents have access to materials and human resources to meet their language needs. The Parent Coordinator coordinates services with all staff on site including the dissemination of resources e.g. List of staff who speak multiple languages, and provide training on how to use translation services over the phone. It is the parent coordinator's responsibility to ensure that notices of language assistance services are posted and made available as needed to families.

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)

The school will utilize the learning environment survey to identify overall trends and patterns in parents responses in the area of communication. In addition, parents will be invited to complete a brief survey at the end of every visit to the school regarding their experience with a section on recommendations on how the school could better meet their needs. This feedback will be used to personalize services for the school community.