



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DBN: (i.e. 01M001):**                   **10X390**

**School Name:**                         **M.S. 390**

**Principal:**                               **ROBERT MERCEDES**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Middle School 390 School Number (DBN): 10x390  
Grades Served: Grade 6-8  
School Address: 1930 Andrews Avenue  
Phone Number: 718-583-5501 Fax: 718-583-5556  
School Contact Person: Robert W. Mercedes Email Address: rmerced@schools.nyc.gov  
Principal: Robert W. Mercedes  
UFT Chapter Leader: Julio Marte  
Parents' Association President: Shirley Johnson  
SLT Chairperson: Guillermina Ceballos  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Victor Clavell  
Student Representative(s):

**District Information**

District: 10 Superintendent: Melodie Mashel  
Superintendent's Office Address: 1 Fordham Plaza Bronx NY 10458  
Superintendent's Email Address: mmashel@schools.nyc.gov  
Phone Number: 718-741-5852 Fax: 718-329-8030

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director's Office Address: 1 Fordham Plaza, Bronx NY 10458  
Director's Email Address: jruiz2@schools.nyc.gov  
Phone Number: 718-828-7776 Fax: 718-828-6280

## 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)
Robert Mercedes	*Principal or Designee	
Julio Marte	*UFT Chapter Leader or Designee	
Shirley Johnson	*PA/PTA President or Designated Co-President	
Leslie Matos	DC 37 Representative (staff), if applicable	
Victor Clavell	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	
Carmen Polanco	Member/ Elected Parent	
Maria Domeche	Member/ Elected Parent	
Christina Diaz	Member/ Elected Parent	
Michelle Rivera	Member/ Elected Parent	
Virginia Pou	Guidance Counselor	
Guillermina Ceballos	Social Worker/Student Support	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Pedro Reyes	Technology Specialist	
	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.

Middle School 390 is located in the South western corner of Community School District Ten, located in the Bronx. The building is shared with two other schools, P.S. 396, a PK-5 school and P10 a District 75 program . The school is housed in a three (3) wing building on Andrews Avenue. The current student population is 487. The student population is comprised of 82 percent of Hispanic background and 18 percent Africans/African Americans. Of the total number of students 24 percent are classified as Students With Disabilities, and 29 percent English Language Learners. The school serves students who live within the University Heights and neighboring areas. MS 390 is a middle school 6-8 offering General Education, Specialized High School tutoring, Dual Language, Bilingual, STEM oriented and Special Education programs using technology. As a community we value learning and recognize that we learn best when we: collaborate, create opportunities, use protocols, try new initiatives, and reflect, refine, celebrate and envision our next level of work.

Our vision is to create a dynamic, academically rigorous neighborhood school, and to continue to build a community that values a creative, intellectually challenging, diverse and nurturing school culture that prepares all students for College and Career Readiness. Students , families, and faculty will explore ways to ensure maximum collaboration to advance students' achievement.

Our mission is to provide a structured, safe and supportive environment where students, parents and staff will exhibit "Aspiring Greatness" attitude in a culturally rich environment which will foster and develop the potential of each student through discovery.

Accomplishments:

- Outstanding chess program
- Learning Partners School
- PROSE School
- 1st year Dual Language Program implementation in a 6th grade class.
- School Administration Manager program (SAM)- tracks time spent on instruction by the school principal
- Middle School Quality Initiative

Strengths:

MS 390 has connected with many community-based organizations (CBOs) in order to provide students and families with social and emotional development, and health support.

- The school has a welcoming environment which creates opportunities to build family and community relationships.
- The school is a source of pride for the local community, with a renowned chess program and many neighborhood partnerships

- Ms 390 has a well-equipped school based health clinic staffed by Morris Heights
- The school is equipped with a considerable amount of technology in all classes, as well as computers and printers in most classrooms.

Challenges:

MS 390 formative, summative and standardized data continue to reveal that our Students with Disabilities and English Language Learners are not meeting the yearly target. Specific needs for these subgroups are rooted in poor literacy and numeracy skills that prevent them from acquiring the targeted Common Core Learning Standards.

## 10X390 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	397	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	13	# SETSS	10	# Integrated Collaborative Teaching	10
Types and Number of Special Classes (2014-15)					
# Visual Arts	16	# Music	5	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	91.5%	% Attendance Rate			93.1%
% Free Lunch	93.8%	% Reduced Lunch			3.7%
% Limited English Proficient	28.8%	% Students with Disabilities			23.8%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			19.4%
% Hispanic or Latino	79.9%	% Asian or Native Hawaiian/Pacific Islander			0.2%
% White	0.5%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	15.17	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			11.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			5.81
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	7.4%	Mathematics Performance at levels 3 & 4			15.3%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			28.9%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			X
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			NO
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	YES				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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.	D
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.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<p>MS 390’s effective trends as indicated in the PPO report conducted for the school year 2014-2015 are as follow:</p> <ul style="list-style-type: none"> <li>· Expeditionary Learning research based ELA curriculum aligned to CCLS</li> <li>· Periodic Assessments (DRP, Performance Series, Benchmarks) performed three times a year.</li> <li>· Implementation of questioning and classroom discussion techniques based on DOK levels- Some teachers formulate and plan instruction questions based on levels 3 and 4.</li> <li>· Word Generation (Interdisciplinary Curriculum)-6th Grade</li> <li>· LightSail (Reading Program)-6th Grade</li> <li>· Access Code (Builds phonics and phonemic awareness skills for ELLS)</li> <li>· Reciprocal Reading</li> </ul>		

- ELA/Math/Science Socratic Seminar- Student-Led discussions in some classes
- Project Based Learning in some classes
- Math - Engage NY curriculum

In order for the school's strategies and practices to be aligned with the concepts in the Effective column of Tenet 3, and the Framework for Great Schools element - rigorous instruction, the school should expand the focus of collaboration among content teachers based on past and recent data trends for SWDs and ELLs. Our last QR, Progress Report , Spring DRP and the current Skills Analysis breakdown from the NYS Spring ELA exams, our English Language Learners and Students with Disabilities trends remain constant for analysis of text structure and logical inference of informational and literature texts

Creating a Curriculum map and Pacing Calendar that will allow teachers to adapt and scaffold instruction for ELLS and Students with disabilities to meet their needs.

- Instructional plans should include Guiding and Essential Questions to provide multiple entry points for ELLs and Students with Disabilities
- Flexible Groupings that will reflect targeted strategies based on student data
- Differentiated/Tiered Instruction - Consistent RTI Service
- Uniformity/consistency in student portfolios for students and teachers to monitor growth
- Teacher and peer feedback using the language of the Danielson's Framework rubric
- Assess and reflect how instruction is impacting student achievement
- Evidence of Data-driven instruction (LightSail, Periodic and Formative Assessments )

**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 our students will demonstrate 1-3 levels of growth in discussion techniques and skills presented on the rubric/criteria for Socratic Seminar with focus on deeper levels of thinking as measured by the conversation criteria continuum.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>The school will use a pacing calendar to implement the use of a curriculum map that facilitates differentiated instruction in content, process and product for all students.</p> <p><b>Expeditionary Learning -</b> Provides more structured</p>	<p>All students</p>	<p>September to June</p>	<p>Administrators, ELA/Social Studies Teachers and Literacy coaches</p>

<p>support in the areas of critical thinking and writing, including expanded use of evidence-based writing strategies combined with strategic inquiry to delve deeper in Fishbowl discussion, reciprocal reading and debating in selected units through the use of protocols. Also, high interest open ended questions that will improve ELLS AND SWDs discussion techniques and skills across content.</p>			
<p><b>Curriculum Planning Team-</b> Through a collaborative approach literacy teachers will develop the scope and sequence of our core curriculum (Expeditionary Learning with intentional areas of science and social studies, mathematics) with scaffolding instruction to meet the student needs.</p>	<p>6-8 Literacy Teachers</p>	<p>May 2015 to December</p>	<p>Administrators, Literacy Coaches, and Grade Leaders</p>
<p><b>ESL Teachers will use Access Code/BrainPop</b> - to provide basic phonics and phonemic awareness skills for our ELLs.</p> <p><b>Special Education Teachers</b> will utilize the Word Generation/Wilson's Reading Program to address the needs of SWDs.</p>	<p>ELLs and SWDs</p>	<p>September to June 2016</p>	<p>ESL/Bilingual, Special Education Teachers and Administrators</p>
<p>Engaging Family - Families of ELLs and SWDs will be invited to curriculum night that focuses on Questioning and discussion techniques. Parents and family will watch video clip and discuss elements/criteria of the rubric to move conversation and develop skills.</p>	<p>ELLs, SWDs</p>	<p>September to June</p>	<p>ESL/Bilingual, Special Education Teachers and Administrators</p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
MS 390 will utilize Tax Levy funds to support Common Planning Time (content focus) , and coordination of after School and Saturday professional learning cycles around the implementation of school-wide Socratic Seminar. Ms 390 will also utilize Instructional Coaches/Model teachers to lead classroom demonstration. MS 390 will utilize augment the school schedule to provide teachers with the opportunity to debrief and planning future cycles.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By December 2015 our staff will engage in assessing the effectiveness of the implementation of Questioning as shown by State Data Analysis, MOSL and formative assessments to make the appropriate adjustments to Reciprocal Reading and Socratic Seminar											
<b>Part 5b.</b> In <b>February 2016</b> , 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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
	<b>Tenet 5 Statement of Practice (SOP) Addressed</b>	<b>HEDI Rating</b>
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.	H
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.	H
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>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.</li> </ul>		
<p>MS 390 has established systems to support students social emotional development through multiple school-wide interventions as indicated the last PPO report and connected to the Framework for Great Schools - Supportive Environment. We provide our students with multiple opportunities to engage on personal and social development activities in out of the classroom, such as providing on going targeted interventions, youth development training, peer leadership, peer mediation, conflict resolution training, health education, on going one on one and small group interventions, in addition to provide opportunity for college and career exploration, these interventions are possible through collaboration and partnership with Columbia University, Hunter College, Mercy College, Cornell University, Morris Heights Health Center through our school based clinic, Astor Child Guidance providing school based mental health services, Saint Barnabas Hospital, and Urban Health.</p> <p>School needs/ area for in need of further growth: We will continue to extend additional socio-emotional support to our most behaviorally challenging students by creating additional opportunity for social skills development and by continuing to reduce the percent of high level infractions and Principal’s suspension, and increase our efforts on supporting students’ behavioral needs through the use of restorative approaches/practices. All staff, and stake -holders will continue to participate on professional development to implement and support the development of circles in the classroom as a prevention restorative practice.</p>		

**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 100% of our staff will participate on professional development activities to support our goal of supporting students socio-emotional development through the use of restorative approaches.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Staff will participate on professional development on restorative practices.</p>	<p>Schoolwide</p>	<p>Sept.2015-June2016</p>	<p>School stakeholders and Social Worker</p>
<p>Strategy: Implementation of circles in the classroom as a</p>	<p>Schoolwide</p>	<p>Sept.2015-June2016</p>	<p>School stakeholders and Social Worker</p>

community building and restorative approach.			
Providing parents and families with additional opportunities to engage on working collaboration with the school to support our goal	All Parents	Sept.2015-June2016	Parent coordinator and Social Worker

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
MS 390 will utilize Tax Levy and Title 1 funds to support teachers and students with the launching of Social Emotion Learning activities, the 7 habits of highly effective people (Teens) Tax Levy funds will be utilize to support classroom teachers and staff with materials and resources to implement self regulation, respect, safety and belonging. We will utilize the Social Worker and Social Worker interns to support students in developing the practices of these approaches to engage in conflict resolution.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By December 2015 75% of teachers will be fully implementing restorative practices in the classroom as reflected by reduction of low level infractions.
<b>Part 5b.</b> 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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>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.</li> </ul>		
<p>The following are some of our strengths:</p> <ul style="list-style-type: none"> <li>Use of a Common Core aligned curriculum (Expeditionary Learning)</li> <li>Establishing and creating an environment of respect and a culture of learning</li> <li>Collect data from multiple sources (periodic assessments, writing baselines)</li> <li>Use of computer based programs for English Language Learners (Access Code,) to address Common Core vocabulary standards for language acquisition</li> </ul> <p>Areas of growth/ improvement as indicated by NYS ELA.Math data analysis, MOSL and formative assessments.</p> <ul style="list-style-type: none"> <li>Differentiated instruction to meet the needs of all students including English Language Learners and Students with Disabilities - curriculum modifications for multiple entry.</li> <li>Systematically monitor student progress to make necessary adjustments to the curriculum</li> <li>Collaboratively looking at student work to implement strategic teaching/instruction.             <ul style="list-style-type: none"> <li>A learning environment that is created with students' input, and is tailored to meet student needs to move towards college ready requirements.</li> </ul> </li> </ul>		

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**Part 2 – Annual Goal**

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

By June 2016, 100% of teachers will provide coherent aligned CCLS-based instruction to meet the needs of students, focusing on differentiated instruction.

**Part 3 – Action Plan**

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<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><b>Curriculum planning team</b></p> <p>Collaboratively teachers will develop a curriculum calendar to meet students at different entry points while infusing 21st Century skills.</p>	<p>Teachers</p>	<p>May 2015- December</p>	<p>Administration, Literacy Coach, Grade Leaders</p>
<p>Focus on scaffolding instruction/tiered activities for English Language Learners and Students with Disabilities to give them</p>	<p>Teachers - SWDs, ELLs</p>	<p>Sept. to June</p>	<p>Teachers, Administration, Grade leaders</p>

<p>opportunities to develop deeper levels of thinking.</p> <p>Analysis of student work that will lead to strategic planning/instruction to identify trends and next steps to move forward toward college and career readiness</p> <p>Targeted Strategies and use of multiple resources that will aid in acquiring standard based across content (tiering of standards 6-8 or lower depending on the need)</p>			
<p><b>Learning Cycles and Professional Learning Communities-</b> to share best practices, discuss professional literature to facilitate professional development for parents to help them understand the CCLS and the expectations for their children.</p>	Teachers	Sept. to June	Teaches, Grade Leaders, Literacy and Math Coaches

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>MS 390 will utilize Tax Levy Funds to promote and provide teachers with additional time to meet in teams by grade and content. MS 390 will also utilize Tax Levy to provide in-house and external opportunity to extend teacher level of understanding of coherent aligned instructional practices. MS 390 will use title 1 funds to purchase materials and resources to support teachers with further development of the understanding of planning and delivery of instruction that is aligned and coherent. Similarly MS 390 will infuse the use of technology through School 4 One to further assist teachers in providing standard-based instruction that is coherent and aligned.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

**Part 5 – Progress Monitoring**

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

By December 2015, 100% of our teachers will participate in professional development and curriculum planning as measured by feedback from classroom observation and grade meeting reflections.

**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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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).	€
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	€
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.	€
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).	Ⓓ
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>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.</li> </ul>		
<p>MS 390' strengths/ and areas of needs relative to the Framework for Great Schools Tenet 2 - Effective School Leadership:</p> <p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>Support and develop teachers through frequent observation and focus on student work as well Professional development in best practice.</li> <li>Peer Inter-visitation to monitor and observe common practices across content and grades</li> <li>Student Support Team meet regularly with Principal to look at attendance and disciplinary data to identify routines and plan next step for student achievement.</li> </ul> <p><b>Areas of Growth:</b></p> <p><b>A particular area of concern is using evidence based systems and structures effectively to improve individual and school wide practices for student achievement. As indicated by our school Quality Guide 2014-2015, our school did not meet our Student Achievement target; especially our ELLs and SWDs.</b></p>		

**Support teachers through the use of collaborative approach that focus on student outcomes as well as leadership development for capacity building in best practice**

**Immediate and actionable feedback based on curriculum and teacher practice**

**Enhance instruction across content with a goal of improving student performance**

**Consistency in Social Emotional Learning development**

**Increase communication with families to present opportunities for them to engage in school community activities that promote student achievement.**

### **Part 2 – Annual Goal**

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

By June 2016, 100% of school administrators will target pedagogues' specific areas of growth as demonstrated by the Danielson's Framework.

### **Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Establish norms and implement a strategic improvement plan that provides actionable feedback.</p>	<p>Teachers</p>	<p>September 2015 to June 2016</p>	<p>Administrators</p>
<p>Implementation of the “Six Steps to Effective Feedback” by Paul Bambrick-Santoyo - Precise Praise, Probe, Identify Problem and Action Step, Practice, Plan Ahead, Set Time-line for bite size feedback implementation</p>	<p>Teachers</p>	<p>September 2015 to June 2016</p>	<p>Administrators</p>
<p>Book Study: “Feedback that Works” and “Rethinking Teacher Supervision and Evaluation</p>	<p>Teachers</p>	<p>September to June 2016</p>	<p>Administrator</p>

Engaging Parents: Increase parent/families involvement (family nights, parent-teacher to help foster a rich learning community with common rituals.	All Staff and parents/ families		Administrator/ Parent Coordination/Student Support Team
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**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
MS 390 Will utilize Tax Levy funds to support administrators in attending professional learning throughout the district and City to better understand the evaluation system. MS 390 will utilize tax level funds to support instructional leaders with additional materials and resources to further their understanding. of the framework. Tax level funds will be utilized to provide teachers and instructional leaders with planning time, geared towards teacher growth and development. Title 1 funds will be utilize to support teachers and instructional leaders with the technology tools to facilitate immediate actionable feedback.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
<ul style="list-style-type: none"> <li>• Teacher leaders Benchmark reflection in December</li> <li>• Evidence of effective professional development from feedback</li> </ul> <p>Integration of feedback in instruction</p>
<b>Part 5b.</b> In <b>February 2016</b> , 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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	H
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.	H
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.	H
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><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<p>MS 390 has been able to establish and develop strong family partnership which is evident on the level of parent involvement in our SLT and PA. In order to foster a strong alliance with our families we provide parents with the following:</p> <ul style="list-style-type: none"> <li>- An open door policy</li> <li>- Weekly parents meetings-</li> <li>- On going communication with parents via our online grading system, emails, phone calls, letters, flyers, Robo calls, monthly school calendar, and community events.</li> <li>- Provide workshops and information about additional community resources available in the community.</li> <li>- Technology Training- Provided on one on one basis and in small group to facilitate the management of student data.</li> <li>- Workshops on how to read and interpret report cards and progress reports.</li> </ul> <p>Need: For parents to become involved on their children’s academic progress by attending weekly meetings, and to increase their technological skills.</p>		

**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, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, 50% of our parents will participate in our weekly Tech workshops.

**Part 3 – Action Pla**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Weekly meetings will continue to be offered during the school day, evenings and weekends to expose parents to CCSS as well as expectation for</p>	<p>All parents</p>	<p>Sept- June 2016</p>	<p>Parent Coordinator  Guidance Counselors and  Social Worker</p>

children towards graduation and college and career readiness requirements. Meetings will have a specific focus for ELLs and SWDs			
Weekly meetings and workshops will be made available through teleconference and webinars	All parents	Sept- June 2016	Parent Coordinator Guidance Counselors and Social Worker

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
MS 390 will utilize Title 1 funds to provide an array of professional learning opportunities to support parents with the tools necessary to aid the academic development of their children. MS 390 will also utilize Title 1 funds to purchase materials and resources to further their understanding of the use of technology. MS 390 will utilize Title 1 funds to provide parents opportunities to attend outings within the City in order to increase their exposure to educational venue. Tax level funds will be utilize to support parents by making the School Computer Specialist, and other technology savvy staff available to lead tech workshops.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. By February 15, 2016 all parents will have access to weekly meetings through webinar and teleconferences.
<b>Part 5b.</b> 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	~Academic performance below level 45 on the Degrees of Reading Power (DRP) assessment. It will be administered three times during the school year  ~Running records from Fountas & Pinnell will be used as the Secondary Diagnostic Assessment	~iReady- Repeated reading strategies  ~ Access Code- Phonemic awareness and vocabulary development	small group, one-to-one, tutoring	During the school day and after school
<b>Mathematics</b>	Standardized assessments - students receiving a Level 1.	Problem Solving, native language support for ELLs  ~ Skills Intervention for Algebra  ~Math Coach  ~Word generation will be utilized as a strategy to address vocabulary instruction in specific targeted Mathematics classes.	small group, one-to-one and tutoring	During the school day and after school
<b>Science</b>	Argument Writing Baseline and Midline assessment - CCLS aligned	~Word generation will be utilized as a strategy to address vocabulary instruction in specific targeted science classes.	Small group	During the school day

<p><b>Social Studies</b></p>	<p>Argument Writing</p> <p>Baseline and Midline assessment - CCLS aligned</p>	<p>Differentiated instruction to support the multiple learners during the school day.</p> <p>~Integration effective reading and writing strategies. Word generation will be utilized as a strategy to address vocabulary instruction specific targeted Social Studies classes.</p>	<p>Small group</p>	<p>During the school day</p>
<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Teacher's referral</p> <p>Parent's referral</p> <p>Student self-referral</p>	<p>Social Emotional Learning-</p> <p>Targeted Interventions: Conflict resolution, peer mediation, peer leadership, youth development training, organizational skills, study skills, anger management, health workshops college and career readiness through a partnership with Cornell University.</p>	<p>Individual: one on one, Small groups, class presentations, and assemblies.</p>	<p>During the school day and after school</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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.
Best practices are celebrated by school administration and shared among staff for school wide implementation. Teachers receive differentiated weekly professional development facilitated by TIF Coaches, in School-Coaches, School Administration, CFN and independent consultants. Teachers are also provided with opportunities to attend Professional Development outside of the school setting in order to enhance pedagogical practice. Teachers attending outside Professional Development turnkey the information regularly.

**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).
~ Weekly Professional Development ( Monday)
~ Inter-visitations
~ Peer-visitations
~ Coaching
~One-on-One meetings

**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).
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**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.).

**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.
Teachers work in teams and department groups to score student work, analyze and create appropriate assessments to monitor student progress and inform school leaders throughout the year. Assessments are chosen by test coordinator in conjunction with grade leaders; in addition, some are created by teachers - performance task, baselines that are common core aligned. Professional developments are geared toward student achievement and are planned in cycles/ Citywide PDs based on feedback from data. Within the cycle, specific time is allotted to review, analyze and refine assessments.

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

<p><b>Directions:</b> All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. 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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u><sup>2</sup>. <b>On the chart below</b>, 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.</p>				
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	336,450.00	X	See Action Plan
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	12,824.00	X	See Action Plan
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,082,897.00	X	See Action Plan

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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.

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**Parent Involvement Policy (PIP) Template**

**Parent Involvement Policy (PIP) Template**

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. **Middle School 390**, 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.

**Middle School 390** will support parents and families of Title I students by:

- M.S. 390 will continue to operate programs, activities and procedures for the involvement of all parents by providing materials and training to help them work with their children to improve their achievement level in all areas including use of technology.
- M.S. 390 will continue to provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children by offering multiple meeting times and training families to use the school's website/online grading site.
- M.S. 390 will continue to build the parents' capacity for a strong parental involvement by ensuring the effectiveness of parents meetings. Parents will be asked to evaluate the meeting completing a feedback survey at the end of every general parent meeting. The collected information will serve as a baseline for future meetings.
- M.S. 390 will continue to provide parents with the information and training needed to effectively become involved in the educational day of their children. Workshops will be developed to help parents to plan routines at home to aide the education of their children with the goal to foster a caring and effective home-school partnership.
- M.S. 390 will promote the use of the school's online tools with the goal to ensure effective parental supervision and support at home.

- M.S. 390 will provide assistance to parents in understanding City, State and Federal standards and assessments.
- Parent coordinator will train parents leaders to recruit additional volunteers and increase community involvement.
- Parent coordinator will share information in a language that parents can understand. Parents who speak a language other than English and Spanish will communicate through over the phone translator from the DOE Translation Department.
- 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### **School-Parent Compact (SPC) Template**

**Middle School 390**, 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly 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>MS 390</u>	DBN: <u>10X390</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: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>1</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 English language Learners struggle to obtain the necessary literacy skill and academic language to become fluent in English and obtain language proficiency. The T-III Academic program focus is to address the barriers associated with interrupted formal education, limited native language skills, in addition, to transitioning from native language to the English language. This program will increase the number of students that meet AMAo 1 and AMAO 2.

The T-III academic after school program will provide English Language Learners with opportunities to enrich and develop their listening, speaking, reading and writing skills. It will provide students with the strategies needed to meet instructional expectations and prepare them for college and career. Instruction is provided in English. We will use a variety of programs to address the needs of all English language learners. Students are divided by proficiency levels. The beginners and new arrivals use Access Code which is a research/ computer based program focusing on decoding skills. The intermediate students will use Brain Pop ESL. Brain Pop ESL is a comprehensive program that provides students an engaging way to model conversational English. The focus for advance students is the development of academic language. To address the academic needs of advance students we use Word Generation. Word Generation is a web based program with emphasis on academic language development by introducing current events issues.

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

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

## Part C: Professional Development

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

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

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

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

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

### Part C: Professional Development

-January 9th	<u>Test Preparation for NYSESLAT</u> Facilitator: M. Adorno (ESL/ Bilingual teacher, Literacy Coach)
-February 6th	<u>Looking at Student Work</u> Facilitator: TBA
-March 6th	<u>Strategies for Improving Listening Skills</u> Facilitator: M. Grullon (ESL teacher)
-April 17th	<u>Next Steps for English Language Learners</u> Facilitator: collaborative work

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

### Part D: Parental Engagement Activities

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

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

Begin description here: \_\_\_\_\_

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

-November 15	<u>Middle School Transition for 6 th grade ELLS and Pupil PATH</u> Facilitator: V. Pou, bilingual counselor and J. Duran, parent coordiantor
-December 6	<u>High School articulation</u> Facilitator: V. Pou, bilingual counselor
-January 10	<u>Preparing for NYSESLAT</u> Facilitator: R. Lopez, ESL teacher
-February 7	<u>Preparing for English LAnguage Arts</u> Facilitator: M. Adorno, Literacy Coach
-March 7	<u>Preparing for MAtematics Exam</u> Facilitator: TBD
-April 18	<u>Adolescent development and the immigrant experience</u> Facilitator: G. Ceballos, Bilingual Social Worker

Parents will be invited to participate in these activities through letters, phone calls, emails and messenger in English and their native language.

**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"> <li>Per session</li> <li>Per diem</li> </ul>	_____	-
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	=====	=====

**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 <b>10</b>	Borough <b>Bronx</b>	School Number <b>390</b>
School Name <b>Middle School 390</b>		

### 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 <b>Robert Mercedes</b>	Assistant Principal <b>Andrea Varona</b>
Coach <b>Valarie Green-Thomas</b>	Coach <b>Valerie Green-Thomas</b>
ENL (English as a New Language)/Bilingual Teacher <b>Raymundo Lopez ENL</b>	School Counselor <b>Virginia Pou</b>
Teacher/Subject Area <b>Mabel Grullon</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Maria Adorno Bilingual</b>	Parent Coordinator <b>Jose Duran</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</b>

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

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>461</b>	Total number of ELLs	<b>118</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

### This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>							1	1	1					0
<b>Dual Language</b>							1							0
<b>Total</b>	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					
<b>All ELLs</b>	118	<b>Newcomers</b> (ELLs receiving service 0-3 years)	78	<b>ELL Students with Disabilities</b>	26
<b>SIFE</b>	24	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	33	<b>Long-Term</b> (ELLs receiving service 7 or more years)	7

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	
<b>TBE</b>	49			1			0			0
<b>DL</b>	7			5			0			0
<b>ENL</b>	22			27			7			0
<b>Total</b>	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 SPANISH							20	18	12					0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE SPANISH													12	18					0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages):  
30

Number of students who speak three or more languages: 0

### Freestanding English as a New Language

#### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							54	38	24					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Twi/Man dik								1	1					0
<b>TOTAL</b>	<b>0</b>													

## 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 NYSESAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)						22	10	8						0
<b>Emerging</b> (Low Intermediate)						5	3	2						0
<b>Transitioning</b> (High Intermediate)						8	4	3						0
<b>Expanding</b> (Advanced)						24	18	11						0
<b>Commanding</b> (Proficient)						6	4	3						0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	36	1			0
6	25	2			0
7	17	1			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	40		3						0
6	29		4						0
7	17		1						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.  
 MS 390 uses the following assessments to assist teachers working with ELLs identify students' early literacy skills.
  - Fountas and Pinnell- running records
  - DRP
  - Teacher Self Periodic Assessments
  - Writing Baseline
  - BrainPop ESL
  - Access Code.
  - Performance Series
  - Expeditionary learning assessments
 The data reveals if students are below, at or above grade level in reading and writing. These assessment tools assist with informing the type of reading and writing skills students struggle with in order to drive the instruction and/or what intervention students need.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Looking at the data patterns across performance level it is reveal that students in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade performed better in the speaking and listening modalities, but students struggled in the reading and writing modalities of the NYSESLAT.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Patterns across NYSESLAT modalities in speaking, listening, reading and writing impact instructional decisions for teachers of ELLs. State assessment scores are paralleled with outcome targets as outlined in the Title III AMAO targets. By using the AMAO estimator tool, we can use the tool to group students by proficiency levels, planning differentiated activities, driving small group instruction, and determining which researched based computerized programs students need.
- 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?

Students in Dual Language and Transitional Bilingual Program are formally assess in English in various ways. Students take the performance series, DRP, Teacher Self Assessment. In Spanish students are assessed informally and formally by teacher created assessment and the DRA. MS 390 opts out of the ELL periodic assessment.

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](#).]

At the beginning of the school year, all students are given different assessments such as Degrees of Reading Power, Common Core Reading and Writing Baseline, Periodic Assessments, ELA and Math Simulation (Tier 1). Based on students Degrees of Reading Power score, particular students are then given the Fountas & Pinnell Running Records which examines students fluency and comprehension in reading (Tier 2). Data is used to guide instruction and provide additional support to identify areas of concern. Based on DRP students are referred to researched based programs such as Access Code, Word Generation, and often placed AIS groups and in after school programs.

Throughout the school, ELLs are being supported in the curriculum with some initial teaching/support of vocabulary and story content in their native language when possible. Content as well as ENL teachers, use ESL methodologies, for example, providing visual support, additional modeling, visual cues, demonstration, and explanation of key phrases. Teachers support each other to scaffold tasks, and provide additional materials tying concepts to the student's background knowledge, interests and experiences- matching student's level of English acquisition and ability to respond

6. How do you make sure that a student's new language development is considered in instructional decisions?  
Children's second language development is considered in instructional decisions when placing students in appropriate intervention programs and exposure to additional materials based on the students second language needs. All ELL in the Freestanding ENL program are placed together to help teachers with grouping of the ELL, to be able to differentiate instruction.
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?

Students in Dual Language are formally assess in Spanish(target language) informally and formally by teacher created assessment and the DRA. Most students are at an intermediate level in Spanish for all 4 modalities. This is MS 390 first year with a Dual Language class and they have not yet taken the state test.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
Formal assessments provide insight into students' needs and inform the effectiveness of our instruction and programs. AYP is measured through students performance on NYSESLAT. These results are then paralleled with outcome as set by the districts targets as outlined in the Title III AMAO targets. AMAO estimator tool is used to assist personnel with this process.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.  
At M.S. 390, a Clerical Aide, Ms. Fiordaliza Ceballos, is in charge of the registration process for all students. When she registers new admits, she contacts the ENL teacher, Mr. Raymundo Lopez who is a certified ESL teacher, who speak English and Spanish. Mr. Lopez begins the ELL Identification process. He conducts an informal oral and formal interview in English and Spanish. During this interview, the parent(s) is/are notified that they are required to view the video that describes possible program choices if their child is determined as an ELL based on their testing scores. Many parents choose to view the video during the registration process. Afterwards, they fill out the Parent Survey and the Program Selection Form. At some time during the registration process, the ENL teacher informally interviews the student. He asks them questions in English and/or Spanish. Based upon this interview and if, he makes the determination of whether or not the child needs to take the NYSITELL and/or the Spanish LAB. If a child comes from a Spanish-speaking country, they are given the Spanish LAB. Afterwards, he/she reviews the Home Language Identification Survey (HLIS), makes the code determination, and signs it. A copy of the HLIS is placed in the cumulative record folder and a copy is kept in a binder. Mr. Lopez then administers the NYSITELL. If Mr. Lopez is not available, Ms. Grullon will conduct the HLIS.

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).  
SIFE students are determined by the ENL teacher. First the ENL teacher administers the oral interview with the parent, asking the parent questions about their child's history with school. Then the ENL teacher administers the oral interview to the student. As the student is enrolled the ENL teacher works with the student to determine their reading and writing level in home language and in English. The ENL teacher indicates the initial SIFE status on the BNDC screen no later than 30 days from initial enrollment.
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).  
Newly enrolled students with IEPs are identify as ELLs by our Language Proficiency Team, Alvarez, Special Ed teacher, Raymundo Lopez or Mabel Grullon, ENL teacher, Lourdes Prieto Lopez, Assistant Principal, and the students parent. If LPT recommends the student takes the NYSITELL, the ENL teacher will administer it and use the score to determine ELL status. If the LPT does not recommend the NYSITELL, the recommendation is sent to the principal, and principal decision is sent to the superintendent. Principal and superintendent can overturn the decision of the student not taking the NYSITELL. LPT will use the "Similarities between Learning Disability and Language Acquisition" chart in page 51 from the ELL policy and Reference Guide to determine if the student has a learning disability or if the student has difficulty learning a second language.
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.  
MS 390 ensures that entitlement and non-entitlement parent notifacation letters are distributed within five schools days after the NYSITELL is scanned and score is determined, as soon as the students finish taking their test and we received the score we send the letter home with the student the next day, stating wether or not the student is an ELL or not.
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).  
In our entitlement letter we state that the parent has 45 days to appeal the ELL status of the student. Parents are notified as well during the Parent Orientation.
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.  
When parents and student come to register their son/daughter, we show the parents the mandated ENL video. After they finished watching the video we explain all three programs to the parent and inform them about how each program works in our school. Parents have the opportunity to ask questions about all three programs and how they are implemented in MS 390. Then we let them decide the program that they wish their child will be placed in.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
Parent Survey forms and Program Selection forms are distributed by the ENL teacher and returned to the office. They are compiled and kept in a binder in the main office. Entitlement Letters are distributed by the ENL teacher and they are collected and kept within the same binder as the Parent Survey forms and Program Selection forms.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
If a Parent Survey and Program Selection forms is not completed and returned, we contact the parent, if the parent does not returned it in time, the child is place is a TBE program, if available.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Both ESL teachers work together to ensure that parent notification letters are distributed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All ELL documentation is kept in a binder in the main office. We start a new binder for each school year.
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.  
Before the New York State English as a Second Language Achievement Test is administered, there are a few reports the ESL teacher utilizes on ATS to assist with identifying which ELLs and special education ELLs are eligible to take the assessment RLER. The reports that are used using ATS include: RADP, ELPC, RSPD, RELL, RSPE. The Assistant Principal, in charge of Special Education students, Ms. Lourdes Prieto-Lopez assist in this process as well. This same group works with the Assistant Principal in charge of test coordination, Ms. Cinnamon Harris. As a whole, they ensure that all ELLs receive the proper testing accomodations. ELLs who miss testing for any reason, are provided with mutiple opportunities test formally and infomally. After checking students eligiblity to take the NYSESLAT using the RLER, reviewing testing modifications for ELLS using the RSPE, the ESL teacher prints a blank ROCL report to highlight all ELL students eligible to be tested in the entire school. As the testing window opens in the Spring, the ESL teacher uses this report to assist with assuring all ELLs have been tested in each session (Speaking, Session 1, 2 & 3). While the ESL teacher assess all students in the ENL program she works closely with the bilingual/dual language teachers to assure all bilingual ELLs are tested.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
At the beginning of the school year, both ENL teacher review NYSESLAT scores and determine which students need a continued entitlement letter. Letters are printed, and handed to students to take home to their parents.
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 Parent Surveys and Program selection forms, we find that approximately 90% of our parents decide to place their children in the bilingual program. The 10% remaining, decide they would like to place their child in a Freestanding ENL program. Approximately 92% of our ELLs in the ENL program are Hispanic while 8% are from other ethnic groups. The program models offered at our school are very much aligned with parent requests. Starting in September 2015, MS 390 will offer Dual Language Program to the 6<sup>th</sup> grade, as the years progress we will add Dual Language programs to the all the grades. Giving the parents of placing their child in any of the three programs.

## 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]).
- Freestanding ENL program.
    - All of our ELLs in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade Freestanding ENL programs, receive ENL instruction through integrated classroom, where the ELA and ENL teacher work together and integrate ENL through content area. Mr. Lopez, provide instruction to students who are at the Entering or Emerging level with stand-alone services. The ENL students, who are at the transitioning/expanding level receive instruction through content area teachers that infuse ENL methodologies into their practice. The content area teacher uses ENL methodologies by working with the ENL teachers, by either planning together, or using different resources or programs. Students who are in 7<sup>th</sup> grade receive ENL through Ms. Jamie, who integrates ENL through her science class. In the 12:1:1 setting Ms. Mora infuses ENL methodologies in her ELA class. Students in 8<sup>th</sup> grade receive ENL from Mr. Uffe, and Mr. Lopez. Our program model is based on heterogeneous groups. There are mixed proficiency levels in all classes. For the ESL pull-out and push in program, the children are grouped by heterogeneously in the same grade, and in the same class. Having all the ELLs in the same class according to their grade level, helps the students be together other with ESL students and the trained ESL teacher can service the students in one classroom.
  - TBE program. *If applicable.*  
In the TBE program, students are heterogeneously mixed and students receive instruction through content area teachers using ESL methodologies. The bilingual students receive instructions in their classrooms from pedagogues trained in ESL methodologies and/or bilingual instruction. TBE classes travel together from class to class.
  - DL program. *If applicable.*  
In the DL program, students are heterogeneously mixed and students receive instruction through content area teachers using ESL methodologies, specifically in their ELA and Math class. Dual Language class travel together from class to class.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
To ensure that the mandated number of instructional minutes are provided in the ENL program. ENL teachers spend the mandated time in the students content area classes utilizing the integrated model. The time is split through out the week, transitioning/expanding students receive 200 minutes per week, about 4 periods a week. Entering/emerging students receive 400 minutes per weeks, about 8 periods per week. This time is split between ENL teachers ensuring that each students receives the mandated time. In freestanding ENL, about 95% of instruction is in English, the other 5% can be a translation, or used of their native language resources. In the TBE program, native language arts, English language arts and ENL instruction are provided according to the school's language allocation policy (LAP). For the sixth, seventh and eighth grade bilingual classes, we follow a 60/40 model, in which 60% of

instruction is in English and 40% is in the native language (Spanish). As the year progresses, we increase the percentage of English instruction and decrease the native language instruction to reflect an 80/20 model. Dual Language program follows the 50/50 model. Students receive receive instruction 50% of instruction in English and 50% in Spanish.

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

In the TBE program, for all grades, content areas are delivered in English using ENL methodologies with Spanish support. As the students' progress, the amount of English instruction is increaseses with the utilization of ESL strategies. Support in the native language is provided for students on as needed basis. Spanish and English are used interchangeably to teach content area subjects, which is supported by instructional materials in both languages. Content area teachers follow the schools' curriculum maps which are aligned to the New York City, New York State and the Common Core Learning Standards using Expeditionary Learning for ELA and Engage NY for math. In the beginning of the school year, students are given more native language instruction and as the year progresses English instruction is increased.

The ESL teacher provides content area support for ELLs through various scaffolding techniques, use of Q-TEL strategies, utilization of graphic organizers, audio, visual materials, technology, hands on projects and manipulative. They also provide glossaries, dictionaries and reference charts to support student learning.

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

DRA

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

ELLs are appropriately evaluated in all four modalities of English acquisition through administration of the DRP, NYSESLAT, running records, formal and informal assessments.

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

a. SIFE students are place in our Transitional Bilingual Program if they are Spanish speaking, which facilitate the grouping of the students based on readiness, interest, native language skills. Differentiated instruction is provided in all content areas.

b. Newcomers are offer a placement in our Transitional Bilingual Program, where they will receive academic support to transition and adjust into the school culture/community.

c. Developing students are offered a placement in the our monolingual classes with ENL support, should the parents and the students accept the placement. When placing our students in monolingual classes the students continue to receive the same level of support through integrated ENL and/or ENL support. Content area teachers group students according to their levels using NYSESLAT/DRP scores, to be able to differentiate instruction to meet the students at their level.

d. Long Term.

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

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, reviews the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal consults with the qualified staff member in the school(ENL providers), the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student including and not limited to RTI, small group instruction, and after school tutoring. If and when the principal determines that it is in the best interest of the child to receive ENL services he may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he will follow appropriate protocol by consulting with the superintendent and ENL providers. Final decision notification will be provided to the family in writing in addition to a face to face conference to discuss recommendation in the parent's preferred language within 10 school calendar days.

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

Instructional strategies that teachers of ELL-SWDs ~ Access Code- Phonemic awareness and vocabulary development, Problem Solving, native language support for ELLs, Skills Intervention for Algebra, Math Coach, Word generation will be utilized as a strategy to address vocabulary

**Chart 7** 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?  
 MS 390 provides the same curricular for all students including ELL-SWDs. We flex our schedule to accommodate needed services within the least restrictive environment.

**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)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>1 unit of study <i>per week</i></b> (180 min.)	<b>1 unit of study <i>per week</i></b> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
<b>Chart</b>	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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(u) 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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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

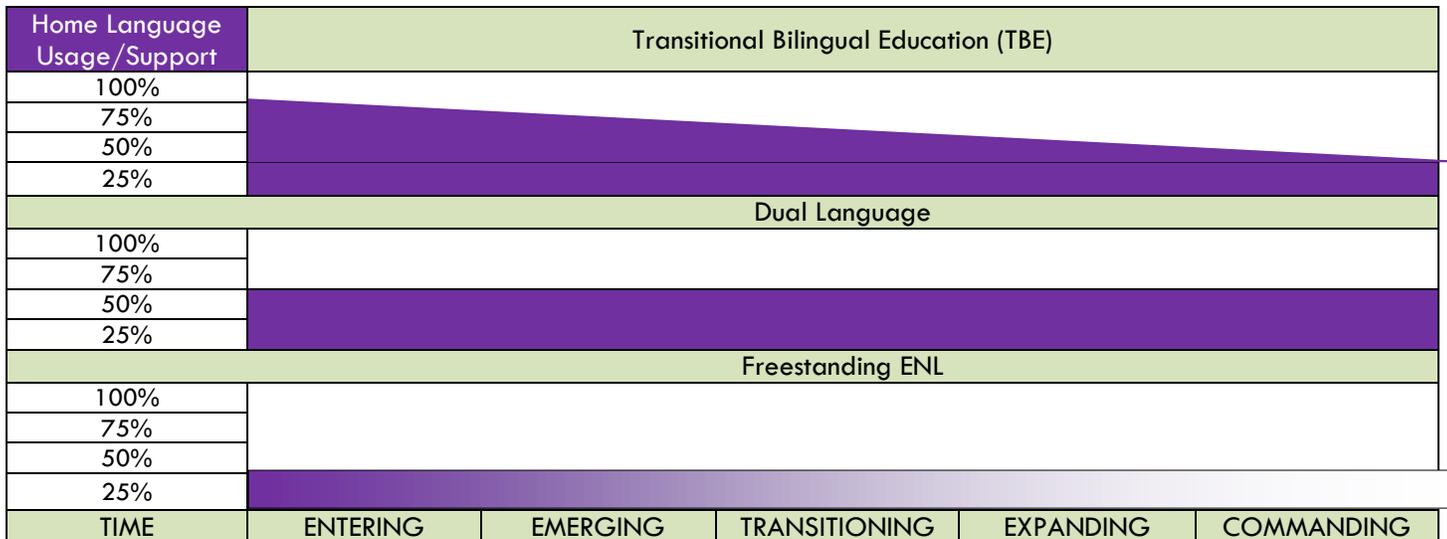


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
MS 390 targeted intervention programs for ELLs in ELA, Math, and other content areas include: Saturday Academic support in ELA and Math, afterschool tutoring through Dreamyard and Title III Academic and Cultural Enrichment program, RTI, technology based reading program such as Access Code, Math Space, School for One, and Light Sail.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
All staff at MS 390 are provided with school wide PDs which often looks at the current student data. All teachers are aware that they are teachers of ELLs and have received training on how to use AMAO estimator as a tool to drive instruction (Note: AMAO estimator tool provides options for teachers to see Former ELLs and current ELLs proficiency levels). Specific classes were also designed to group current ELLs together, so ENL teachers can provide mandated hours in-class. The effectiveness of the current program has shown a retention rate 95%\*\*\*\*\*. In addition, students participating in Access Code show an increase in their performance and in engagement as record shows completion of each task.
12. What new programs or improvements will be considered for the upcoming school year?  
New programs for the upcoming school year are  
Dual Language Programs  
DreamYard Afterschool Program  
Saturday Enrichment Program  
Title III afterschool tutoring  
Summer Enrichment Program  
LightSail  
MathSpace
13. What programs/services for ELLs will be discontinued and why?  
BrainPop ESL will be discontinued because it is a program that does not teach through content, we are interested in program that use content to teach language.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All ELLs are identified for all available academic support services which are offered to the entire school population. Which are embeded during daily program and during after school programs.
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.  
In order to support our ELLs, we use the following programs: Access Code, LightSail and Word Generation. Technology is also used to enhance teaching such as Smartboard, Ipads, Apple TV and laptops. Expeditionary Learning ELL resources. Also glossaries, use of graphic organizers, picture books, videos and visuals are also part of instruction to support English Language Learners.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
We deliver native language support in our TBE program in different ways. The teachers provide small group instruction, direct translation, differentiated instruction, use of glossaries and dictionaries, time allocation, and color coded charts in order to support the native language. As a community, we support native language development through allowing students the opportunity to use both their home languages and English to make meaning of the work. For our ENL program, the students are afforded the opportunity to refer to glossaries in their native language, grouped by proficiency levels and when need to be by language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Required services, support, and resources are determined by the students proficiency levels, ELA/Math scores, and in some cases their entry date in this country .
18. Describe activities in your school that assist newly enrolled 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).  
MS 390 assists newly enrolled ELL students before the beginning of the school year by inviting them to participate in a Summer Enrichment program, parent student welcome luncheon, parent workshop, and Dual Language Program cultural monthly celebration. For students who enroll throughout the school year, we invite them to participate in the the afterschool Enrichment program, and DreamYard program.
19. What language electives are offered to ELLs?  
N/A
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)?

The dual language model MS 390 uses is a 50-50 model. The instructional week is divided 50/50 in English and Spanish. ELA and Math are taught in English and classes like Science, Social Studies, Physical Education are taught in Spanish. Students are aware of their schedule and they are aware of what language the class is taught in.

## 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.)  
At the beginning of the year, we identify where teachers need training in the programs we will implement such as: Access Code, Expeditionary Learning, LightSail and/or Word Generation. Staff are scheduled to attend in-house and outside training. The training for these programs are given in the beginning of the school year and periodically throughout the year. Senior expert staff and staff that have participated in outside professional development are expected to turnkey information from their experience. These staff members become a reliable source of support to staff implementing and using programs for the first time. The use of Monday Professional development is used to to give such professional development.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
 AMAO Estimator Tool PD  
 Word Generation Language Acquisition Strategies PD  
 Access Code  
 Expeditionary Learning  
 LightSail  
 Dual Language Program  
 CommonCore Framework  
 NYSITELL/NYSESLAT Scoring/Administration Training  
 Translanguaging Strategies  
 Differentiation  
 CR Part 154  
 Social Emotional Learning  
 Teacher Rounds  
 Socratic Seminar  
 ESL Methodologies/Strategies
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Support staff assists ELLs as they transition from elementary to middle school by providing study skill presentations and social emotional learning presentations to incoming 6th graders. In addition, support staff offers high school readiness and career exploration presentations primarily to seventh and eighth graders.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

MS 390 meets the professional development

### 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?

Summer Orientation

Dual Language Orientation

Parent Workshop NYSESLAT

Monthly Family Meetings/ Cultural Celebrations

All parent orientations/meetings are presented by a bilingual personnel.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parent involvement includes bi-weekly parent meeting/workshops, cultural celebrations, and Tuesday parent engagement meetings.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? MS 390 partners with Saint Barnabas Hospital to provide parents with health and parenting workshops, as well as with other community organization, like Dreamyard to provide hands on arts workshop for parents.
5. How do you evaluate the needs of the parents? We evaluate the needs of parents through parent survey administer in their own language.
6. How do your parental involvement activities address the needs of the parents? Workshops/services/meetings/conferences are all offer in their native language during the school day, afterschool/evenings/weekends.

### 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.

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

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **10X390**      School Name: **MS 390**  
Superintendent: **M. Mashel**

### Before you begin, please check the following:

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

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

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

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

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

MS 390 follows the four steps process for the identification of ELLs. 1- The administration of the Home Language Identification Survey (HLIS) which includes an interview with the student and the parent to determine the student's home language, this interview is conducted by an ESL teacher. 2- Determination of eligibility to the NYS identification test for all ELLs (NYSITELL) , 3- The administration of the Spanish LAB to newly identified ELLs whose home language is Spanish. When parents come in to enroll their child at the school we determine the enrollment status category where student belongs, such as: enrolling as a new student to New York City Public school, if so the student completes the entire ELL identification process; enrolling as a new student coming from a NYS school, prior school is contacted to obtain NYSITELL/NYSESLAT scores from the sending school in order to continue to receive ELL status. When students are enrolled as former students and they have been out of the NYC/NYS school system for two years or more, the entire ELL's identification process is administered. In order to determine the family's language preference for communication we utilized results from the Home Language Identification Survey, ATS , information provided by the family on the emergency blue card, and other school surveys.

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.

MS 390 community provides parents with both written and oral communication in their preferred language. All written and voicemail communication is provided to all parents in both English and

Spanish, oral communication is also provided in the parent's preferred language. For parents of spoken/written language of: French we utilized the Dept. of Education Language and Interpretation services.

## **Part B: Creating a Communications Calendar**

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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.)

MS 390 provides all written and oral communication in both languages: English and Spanish, Monthly calendar, parent letters, informational flyers, Handbook, Cell phone policy, registration packet, all web based information about programs and services, robo calls, student behavior and academic rubric, RFT information, character education workshops, and mandated mailing to parents.

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.

Parent orientation, open house, parent teacher conferences, parent engagement time, HS articulation, parent workshops, guidance conferences, social work interventions, registration process including meeting with ESL teacher for ELLs identification process, guidance orientation meeting for new register, all meetings and communication with parents are provided in their preferred language.

## **Part C: Providing Language Assistance Services**

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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.

MS 390 provides all services and communication to students and parents in English and Spanish, when a family has been identified in need of translation services we utilized our in house languages proficient personnel for English and Spanish; for any other language for which we do not have any one in staff to provide translation and interpretation services such as French, the family is provided with the opportunity to use the DOE Translation and Interpretation Unit services. At times the parents will come in to the school with someone from their family who assist with translation or a community service

provider involved with the family affairs. MS 390 has bilingual certified personnel and proficient in Spanish and English staff available.

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.

MS 390 provides all services, oral and written information in English and Spanish, for any other language the DOE Translation and Interpretation unit is contacted for needed services.

#### **Part D: Training Staff on Policies and Procedures**

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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.)

MS 390 provides a welcoming and supportive environment for parents and students; therefore our staff is made aware of the school community needs through emails, discussion during staff meetings, communication through staff handbook and bulletin boards.

#### **Part E: Providing Notice of Language Assistance Services**

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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

Parents are welcomed to the school building in all languages through a written board and are directed to request assistance with translation and interpretation services from parent coordinator.

#### **Part F: Monitoring and Quality Control**

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

MS 390 gathers feedback from parents by making a school survey available to all parents during parent teacher conferences, and during parent engagement time. Also our daily interactions with parents are assessed in the quality of customer service our parents received.