



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PERFORMANCE SCHOOL 385

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 07X385

PRINCIPAL: LOURDES ESTRELLA EMAIL: LESTREL@SCHOOLS.NYC.GOV

SUPERINTENDENT: YOLANDA TORRES

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original 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
Lourdes Estrella	*Principal or Designee	
Lourdes Diaz-Camacho	*UFT Chapter Leader or Designee	
Gregory Delts	*PA/PTA President or Designated Co-President	
Chaira Salem	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Sandra Rivera	Member/ Early Childhood Teacher	
Sara Aurich	Member/Elementary Teacher	
Arrienne Carter	Member/ Parent General Ed.	
Ana Marrero	Member/ Parent Title 1 Rep.	
Veronica Gerena	Member/ Parent Bilingual Ed.	
Scott Elson	Member/ Assistant Principal	
	Member/	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, in order to improve student writing across the grades, inquiry teams at each grade level from Pre-K to 5th grade, will meet on a weekly basis. The purpose of the work is to read, annotate and analyze the writing of 15 – 18 targeted students per grade, including English Language Learners and Special Needs Students, and achieve a minimum of one level gains on The Teacher’s College Continuum of Narrative Writing, CCLS Rubric for Informative/Explanatory Writing, and the CCLS Rubric for Persuasive Writing.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

English Language Arts:

The 2008 -2009 English Language Arts State Assessments were the first performance assessments for this school and were to be used to establish a baseline (43% Levels 3 and 4) to indicate a beginning point for school improvement in reading. We began the school year with the idea that we were going to improve from 43% to 60%. However, new cut scores in reading were published in August 2010 and our school performance dropped to 16% Levels 3 and 4, indicating that a new baseline for student performance for our school had been established and a new direction was to be set. We began the year providing professional development for our teachers on the new cut scores, the new common core standards and the implications for instruction. At this time we also had twenty new teachers to replace those that had left to go to work in charter schools, resigned to go teach in other countries or to continue their studies, several were discontinued. To complicate matters even further, we found out that new changes (additional questions, additional time, more rigor) were added to the 2010 -2011 ELA State Assessments. All these changes have had a negative effect on student performance in the ELA. In 2010 – 2011 there was a drop in student performance in particular in grade 3 as indicated in the following results: In grade three 4% of the students scored at levels 3 and 4, a 16% drop from the previous year; in grade four 23% of the students scored at levels 3 and 4, a 10% increase from the previous year, and in grade five 15% scored at levels 3 and 4, indicating no difference in student performance from the previous year. All third grade teachers were discontinued, reassigned or transferred out of our school. This drop in student performance has caused a change in status for our school. We have now gone from “School In Good Standing” to a “School In Need of Improvement in Reading Year 1”.

The 2011 - 2012 school year brings forth many challenges, particularly in teacher training. Teachers will need to meet on a continuing basis to discuss ways in which to close the achievement gap. They will need to review student work so that they may bring forth a rigorous curriculum that will help our students meet the challenges of the ELA State Assessment, which will now be given to the students in April rather than May 2012. Additionally, this year we hired nine (9) new teachers and established five (5) new Integrated Co-Teaching classes. Teacher expectations must increase and not decrease due to the low student performance. This will be accomplished through the alignment of the Common Core Standards and the “norming” of teacher practice at our school. Through many discussions with administrators, network support personnel, teachers, our School Leadership Team and a review of student writing samples from previous tests, we decided to make writing, in grades Pre-K to 5, a primary focus for the 2011-2012 school year. As we focus on writing, we will continue to use formative and summative assessments to monitor student progress in reading in all grades. At present, Teacher’s College Reading and Writing Project assessments are used in Kindergarten to grade 5. These assessments will be conducted four times a year in September, November, March and June and considered summative data. Formative running records will also be administered to allow for interim progress reporting. This data will be used to differentiate instruction based on an analysis of reading behaviors at different levels of performance. In addition, grades three to five, the Interim Test Assessments (ITA), Predictive Test Assessment, and teacher-made assessments will be used to identify trends and guide instruction. This year we have added ITA’s for our ELL student population.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Our goal is to improve student writing for all students, including our English Language Learners and our Special Needs students. In doing so we expect that student performance on state assessments will show a marked improvement, Our intention is to do this by expanding our inquiry work to include the NYC Citywide Instructional Expectations for the 2011 – 2012 school year. Teachers will examine and refine curriculum, assessment, and classroom instruction and strengthen teacher practice in the teaching of writing. Teachers will learn to create learning paths for students using multiple entry points based on student's strengths. In doing so, each teacher will firstly, utilize the acquired data to inform instruction based on the new CCLS, for each student in the study. Secondly, teachers will use the inquiry student samples as exemplars to raise their expectations of required student work for all students in their classroom. Thirdly, Inquiry Teams will establish a school-wide norm for grading student writing. Each team will meet on a weekly basis, evidenced by agendas, attendance sheets and minutes of the meetings. In addition, student performance (progress) will be monitored through the use of The Continuum of Narrative Writing, Rubric for Informative/Explanatory Writing, and Persuasive Writing. Furthermore, teachers will respond to three Inquiry Work Reflection Forms at the end of each unit to document their thoughts on student work as well as on teacher effectiveness resulting in the development of a "best practices" book. We will achieve our goal by taking the following steps:

- *In August the Principal will meet with Assistant Principals to set the expectations for the year.*
- *Throughout the year, the Principal will provide ongoing professional development for Assistant Principals on*
 - (1) The instructional expectations in reading, writing and assessment for the year.*
 - (2) The use the NYC Curriculum Bundles as a model for assessment and instruction, using the Universal Design for Learning to address the needs of our ELL population as well as our special needs students.*
 - (3) The use of the Danielson Frameworks and low inference observations to observe reading and writing.*
 - (4) The use of the inquiry process in Looking at Student Work*
- *On September 7, 2011, and on an on-going basis the Principal and Assistant Principals will provide professional development on the NYC Citywide Instructional Expectations for 2011-2012 for all staff members.*
- *Having requested an SBO, the principal will designate Thursdays as Inquiry Day.*
- *Every Thursday, during common planning time, as well as during extended day each grade will meet as a team of teachers on the grade conducting inquiry with students in their classroom. The following procedures are to be followed for the grade level inquiry process:*
 - (1) Each grade level team meets to establish norms for working as a team.*
 - (2) Each grade level team will develop a hypothesis with a focus on improving student writing to investigate. The first area of focus is narrative writing.*
 - (3) Using teacher judgment, each teacher selects a high, medium and low "On Demand" writing sample or a general ed. special ed. or a bilingual ed. student writing sample from their own class.*
 - (4) Each teacher annotates the writing sample using his/her best judgment (first sample only).*
 - (5) The team discusses and analyzes the writing samples with the other members on the team.*
 - (6) Team identifies their own expectations of writing as compared to the expectations of a variety of rubrics on writing.*
 - (7) The team re-annotates the writing samples using The Teacher's College Continuum of Narrative Writing, followed by the CCLS Rubric for Informative/Explanatory Writing and the Rubric for Argument/Persuasive Writing.*
 - (8) The team discusses the gap between the teacher's expectations and the standard as delineated on the continuum for narrative writing.*

- (9) *Using the attached template, each team will choose and focus on 4 -5 Performance Indicators (PI) from the Continuum. Each Performance Indicators (PI) is based on the students' identified level of performance in structure, elaboration, concept of writing (Pre-k to K), craft (grades 1-5) and meaning/significance. The student sample may have varying levels of performance in each area and may be different for each child or you may find patterns or similarities. This is part of the discussion during inquiry.*
- (10) *Each team will then set targeted writing learning goals for each of the selected students. The goal is to guide the child during the month to show improvement in their writing so as to move from one level to another and meet the NYS Common Core Standards in Writing. Progress will be evident in the next "On Demand" writing sample.*
- (11) *Each teacher will then use the Lucy Calkins Units of Study, in both reading and writing, The Instructional Bundles and match the necessary Teaching Points and work with the selected students on the Performance Indicators back in the classroom until the next on demand writing sample is announced and repeat the process. We will continue with the same three students until we can come up with some answers to the grade team's hypothesis on improving narrative, informative and persuasive writing.*

These procedures will be repeated during the informative writing cycle and the persuasive/argument writing cycle. Inquiry work will end in June 2012.

In order to evaluate our progress, objective evidence will be collected by each grade level team as follows:

- (1) *Each team will establish a binder with 3 – 4 samples of annotated student work as indicated on the Narrative Writing Template the Informative/Explanation Writing Template and the Persuasive/Argument Template.*
- (2) *Each team will complete a template for each child documenting the following information:*
 - a. *A summary of the child's performance on the assigned task.*
 - b. *The Level of Performance and Criterion (from the continuum) on structure, elaboration, concept of writing/craft, and meaning/significance.*
 - c. *The evidence that supports the identified level of performance, minimum progress is that each child in the class will move at least one level on the rubric.*
 - d. *The instructional next steps from the common core standards.*
- (3) *Each team will identify a best practice and submit for publishing in our Best Practices Book (to be published at the end of each unit of inquiry work).*
- (4) *Each team will prepare charts to share out to the staff as a whole at the end of each unit of inquiry.*
- (5) *The New York City Learning Survey results will indicate that 85% of the teachers agree that school leaders provide opportunities for teachers to feel engaged in an active and vibrant partnership to promote learning (up from 75%).*

Each teacher will self-assess their learning experiences on selected components of the inquiry work process.

Strategies to increase parental involvement

- *Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.*

PS 385 will take the following actions to involve parents:

- *Convene an annual meeting, for parents of participating Title I students, for the purpose of explaining the program offerings. This meeting will be held during the start of the school year, followed by Open School Week. At this meeting, parents will be asked to volunteer to serve on a committee that will meet during the school year, to help plan and review Title I programs.*
- *Provide parents with the opportunity to meet with Title I funded ESL teachers, in order to familiarize parents with new curriculum initiatives and student assessment results.*
- *Title I parents will be represented on the School Leadership Team (SLT). The SLT provides input and feedback various school initiatives.*
- *Parent workshops and informational meetings based on curriculum and assessments of the school will be conducted. Title I programs and interventions will be implemented through Teacher's College, Fountas and Pinnell's Leveled Literacy Intervention Program, Words Their Way, Every Day Math and Numbers World, ARIS and Acuity.*
- *The evaluation of parent involvement will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.*
- *PS 385 will build the parents' capacity for parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved*

parents and the community to improve student academic achievement through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - The State's academic common core standards;
 - The State's student academic achievement standards;
 - The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:

Parent workshops will provide information for parents to access government and state websites to help them understand State content and achievement standards. Open School Week will provide an opportunity to review state standards with parents and for parents to work with teachers. The PS 385 Parent Letters will share information on assessments and testing calendar. Results of periodic assessments will be distributed to parents and meetings will be held to explain the results of these assessments. Leveled Reading workshops will provide parents the necessary tools to understand the academic progress of their children throughout the school year.
 - b. PS 385 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

Collaborating with the Learning Leaders Program, local CBO's, to provide on-site workshops on family care issues and on leadership training for parents.
Providing parent workshops on up coming state exams and school-wide assessments.
 - c. PS 385 will, with the assistance of the Children First Network and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, parent letters from the principal in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

Using grade level meetings, faculty meetings and PLC meetings as an opportunity to discuss issues, which are relevant to parents.
 - d. PS 385 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start Programs for Preschool Youngsters, and other programs and conduct and/or encourage participation in activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

Local Head Start and local Pre-K program parents are invited to visit and learn about PS 385. The Parent Coordinator will visit these local institutions to educate parents on the program options available at our school.
 - e. PS 385 will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - f. PS 385 will compose a Parent Handbook, to be distributed at the beginning of the school year and to all new students throughout the school year, which will include vital information to parents.
 - g. PS 385 will establish a school website that parents will be able to access.
- **Individual Conferences-** with parents to review the instructional expectations for the year based upon the TCRWP Units of Study, reading logs and reading benchmarks which are aligned to the Common Core Learning Standards during the Back to School Open House, Parent Teacher Conferences, Family Fridays and ongoing communication with parents concerning learning expectations. This provides parents with information and training needed to effectively become involved in planning and decision making to provide academic support to their child
 - **Progress Monitoring-**Low Inference observations and reading and writing logs teachers will share student created goals and next steps with parents as part of progress monitoring
 - **School Leadership Team-**forum for discussions on school academic standing and develop action plans based upon Progress Report and Annual School Report Card

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff to become highly qualified, in order to achieve this goal.
 - Our school is a hard to staff school so we use many ways to attract Highly Qualified teachers. For example we have established a Hiring team, which is composed of

teachers, administrators and counselors. The team then interviews the aspiring teacher and if the team deems it necessary they request the aspiring teacher to conduct a demo lesson in a classroom as he/she is observed. They then ask the teacher to reflect in writing. The team then recommends to the principal.

- The Principal and Assistant Principal visits Hiring Halls and surrounding Colleges to interview teachers from across the boroughs.
- Job-embedded professional development is the vehicle by which we will use to ensure that the current staff is Highly Qualified as defined by NCLB. Teachers will examine and refine curriculum, assessment, and classroom instruction and strengthen teacher practice in the teaching of writing. Teachers will learn to create learning paths for students using multiple entry points based on student's strengths. In doing so, each teacher will firstly, utilize the acquired data to inform instruction based on the new CCLS, for each student in the study. Secondly, teachers will use the inquiry student samples as exemplars to raise their expectations of required student work for all students in their classroom. Thirdly, Inquiry Teams will establish a school-wide norm for grading student writing.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Our school works with the Universal Pre Kindergarten program. The pre-Kindergarten teachers are participating in our schools' inquiry work. They are identifying students' needs and are looking to provide learning paths that will close the achievement gap early on.
- Our Respect For All Program, which focuses on violence prevention and bullying intervention are used to bring awareness to the students. Students participate in assembly programs and reflect on their learning in writing about their experiences.
- As a Health and Wellness school we have formed a committee, which overlooks all activities relating to health.
 - Professional development is being provided for teachers in grades 2, 3 and 5 through the Spoon It! Program and the students in those grades will study apples in a week-long project.
 - This year the committee will integrate physical fitness as part of the Health and Wellness program, which includes the Fit For All program as well as the Move To Improve program. Professional development will be provided for teachers.
 - The committee will be writing a School Wellness policy for adoption by the school, which includes a daily healthy snack program for our students.
 - The committee working along with City Harvest will develop a newsletter for distribution to all parents.
 - A City Harvest grant will provide professional resources and professional development for teachers in grades K, 1 and 4 on a range of Health and Nutrition topics for teachers.
 - Café to the Classroom will provide direct instruction to students, school wide, by having students grow their own fruits and vegetables in the school garden and provide opportunities to taste what they have grown.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

FSF is utilized for all basic services such as administrative staff, teachers, paraprofessionals, secretaries and school aides. We also utilize NSYTL funds for technology, software and library books.

ARRA RTTT Data Specialist Funds will be used to provide per session to an identified Data Specialist. Her role will be to work with ATS, Assessment Pro, and ARIS and ensure that our school-wide data is accurate. She will also provide training to teachers and parents on the use of Assessment Pro and ARIS.

ARRA RTTT Citywide Instructional Expectations will be utilized for per session funding for teachers and administrators to participate in professional development on looking at student work.

Contract For Excellence Funds (75%) and Title 1 (25%) will be utilize to pay for salary of an additional ESL teachers to provide services to identified ELL students. The other 25 % will be utilized for supplies for our ELL students.

Title 1 Funds, combined with Local funds will be utilized as follows:

1 Assistant Principal for Professional Development in inquiry work

1 Grade 3 teacher for Direct Student Instruction, 1 Library Teacher ,1 Computer Lab Teacher, 2 School Aides, 1 Pre-K Family Worker

Teacher Per Session for professional development

Title III

Teacher Per session for direct student instruction before or after school and professional development.

Supervisor Per Session for direct student instruction before or after school.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To provide evidenced-based applicable feedback to teachers.

In our continuing work to improve teacher effectiveness, the principal will use sections of the Danielson's Framework and articulate clear expectations for effective teacher practice. By June 2012, the Principal and the Assistant Principals will conduct between 3-5 formative observations for each teacher using selected components of the Danielson Frameworks.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The city wide instructional expectations have created a paradigm shift to ready students and staff to meet the demands set forth by the new common core standards. This three- year shift began with the change in the states adjustment of the scale scores on the Math and ELA exams. These accountability standards determine whether students are categorized as (1) Below Standard (2) Meets Basic Understanding (3) Meets Proficiency Standards (4) Exceeds Proficiency Standards. As a result of this shift student scale scores were adjusted to meet the higher expectations of college and career readiness. This negatively impacted our performance creating a sharp decline in our progress. During the second year of this accountability shift standardized state testing underwent a major change in so far as creating new test documents and formats for our students in ELA and Math. Throughout grades 3-8 students were asked to answer a higher volume of questions based on state standards as well as test their writing abilities with more rigorous expanded response questions in ELA and Math. In our third year the final shift, thus far, began with the national work of educators creating and implementing the new common core standards. In it's inception all schools have been given the task of meeting the instructional for the 2011-2012 academic year. Part of this direction is to assist schools in aligning state content to support better outcomes on state exams.

In the 2011 NY State ELA assessment our students performed as follows:

- *97% of 3rd grade students were at Levels 1 or 2*
- *77% of 4th grade students were at Levels 1 or 2*
- *85% of 5th grade students were at Levels 1 or 2*

In the 2011 NY State Math assessment our students performed as follows:

- *97% of 3rd grade students were at Levels 1 or 2*
- *82% of 4th grade students were at Levels 1 or 2*
- *81% of 5th grade students were at Levels 1 or 2*

Therefore, it is imperative we focus on improving our teacher practices using Danielson's Framework to Plan and Prepare, Establish an Effective Classroom Environment, and Instruction to increase student outcomes.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

During this time when teachers are being asked to change their instructional style, it is important that the leadership team takes charge of the change process. Therefore, it is important for the team to become knowledgeable about the required changes as well as the implications for students achievement. The following professional development strategies will be implemented:

- *Principal will meet with Assistant Principals to set the expectations for the year.*
- *Principal will provide professional development for Assistant Principals on the NYC Instructional Expectations, Curriculum Bundles, Danielson Frameworks and low inference observations and Looking at Student Work through Inquiry.*
- *Principal will set aside time at every cabinet meeting to develop a common language (low inference) around the Danielson Frameworks and the actual teacher practice.*
- *Principal and Assistant Principals will provide professional development for all teachers on the selected components of the Danielson Framework.*
- *Using the Danielson Frameworks as a continuum of learning, teachers will self assess their effectiveness based on the selected competencies.*
- *Principal and Assistant Principals will meet with teachers to discuss their self-assessment and develop an action plan for progress and moving from one level of effectiveness to the next.*
- *Principal will set up and follow a schedule for teacher observation and feedback using the Danielson Frameworks.*
- *Principal and Assistant principals will meet with teachers and have one to one conversation to develop SMART goals for the year.*
- *Principal and Assistant Principals will use said goals as to improve teacher effectiveness and articulate clear expectations for continuous improvement.*

In order to evaluate the effectiveness of this goal, each teacher will have a professional development action plan, which includes a self assessment, copies of formative classroom observations, formal observations and a post self evaluation on the progress made throughout the year.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

PS 385 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- **Parent workshops and informational meetings** based on curriculum and assessments of the school will be conducted. These workshops will provide information for parents to access government and state websites to help them understand state content and achievement standards. Open School Week Sessions will provide an opportunity for parents to review state standards and to work with teachers in understanding how they impact on their child's learning. The PS 385 website will share information on assessments and testing calendar. Results of periodic assessments will be distributed to parents and meetings will be held to explain the results of these assessments. Leveled Reading workshops will provide parents the necessary tools to understand the academic progress of their children throughout the school year. All workshops will be held in English and Spanish.
- **Individual Conferences-** with parents to review the instructional expectations for the year based upon the TCRWP Units of Study, reading logs and reading benchmarks which are aligned to the Common Core Learning Standards during the Back to School Open House, Parent Teacher Conferences, Family Fridays and ongoing communication with parents concerning learning expectations. This provides parents with information and training needed to effectively become involved in planning and decision making to provide academic support to their child
- **Progress Monitoring-**Low Inference observations and reading and writing logs teachers will share student created goals and next steps with parents as part of progress monitoring
- **School Leadership Team-**forum for discussions on school academic standing and develop action plans based upon Progress Report and Annual School Report Card

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - *Our school is a hard to staff school so we use many ways to attract Highly Qualified teachers. For example we have established a Hiring team, which is composed of teachers, administrators and counselors. The team then interviews the aspiring teacher and if the team deems it necessary they request the aspiring teacher to conduct a demo lesson in a classroom as he/she is observed. They then ask the teacher to reflect in writing. The team then recommends to the principal.*
 - *The Principal and Assistant Principal visits Hiring Halls and surrounding Colleges to interview teachers from across the boroughs.*
 - *Job-embedded professional development is the vehicle by which we will use to ensure that the current staff is Highly Qualified as defined by NCLB. Teachers will examine and refine curriculum, assessment, and classroom instruction and strengthen teacher practice in the teaching of writing. Teachers will learn to create learning paths for students using multiple entry points based on student's strengths. In doing so, each teacher will firstly, utilize the acquired data to inform instruction based on the new CCLS, for each student in the study. Secondly, teachers will use the inquiry student samples as exemplars to raise their expectations of required student work for all students in their classroom. Thirdly, Inquiry Teams will establish a school-wide norm for grading student writing.*

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - *Our Respect For All Program, which focuses on violence prevention and bullying intervention are used to bring awareness to the students. Students participate in assembly programs and reflect on their learning in writing about their experiences.*
 - *As a Health and Wellness school we have formed a committee, which overlooks all activities relating to health.*
 - *Professional development is being provided for teachers in grades 2, 3 and 5 through the Spoon It! Program and the students in those grades will study apples, in a week-long project.*
 - *This year the committee will integrate physical fitness as part of the Health and Wellness program, which includes the Fit For All program as well as the Move To Improve program. Professional development will be provided for teachers.*
 - *The committee will be writing a School Wellness policy for adoption by the school.*
 - *The committee working along with City Harvest will develop a newsletter for distribution to all parents.*
 - *A City Harvest grant will provide professional resources & professional development for teachers in grades K,1 & 4 on a range of Health/Nutrition topics for teachers.*
 - *Café to the Classroom will provide direct instruction to students, school wide, by having students grow their own fruits and vegetables in the school garden and provide opportunities to taste what they have grown.*

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - *ARRA RTTT Citywide Instructional Expectations will be utilized for per session funding for teachers and administrators to participate in professional development on looking at student work by annotating student pieces, looking for the students strengths and weaknesses and common patterns to understand the steps needed to reach the level of performance to satisfy the demands of the common core learning standards. Working together the teacher develop strategies to advance the students writing skills.*
 - *Title 1 SWP will be utilized for per session funding for teachers and administrators to participate in professional development on looking at Teacher Effectiveness.*
 - *Title III LEP will be utilized for per session funding for teachers and administrators to participate in professional development on looking at the needs of the ELL student such differentiating instruction, scaffolding techniques and language acquisition.*

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Students in grades K-5, including students with disabilities and English Language learners, will be engaged in literacy and math tasks embedded in a rigorous curriculum unit aligned to the CCLS. By June 2012, all students in grades Pre-K to 5th grade would have met the expectations around engaging all students in one literacy task embedded in a rigorous curriculum unit of study as aligned to the Common Core Standards. This will be evidenced by improvement in student scores by at least one level as determined by the rubrics used on the baseline assessments administered at the beginning of the unit of study and the benchmark assessments administered at the end of the unit.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The city- wide instructional expectations have created a paradigm shift to ready students and staff to meet the demands set forth by the new common core standards. This three- year shift began with the change in the states adjustment of the scale scores on the Math and ELA exams. These accountability standards determine whether students are categorized as (1) Below Standard (2) Meets Basic Understanding (3) Meets Proficiency Standards (4) Exceeds Proficiency Standards. As a result of this shift student scale scores were adjusted to meet the higher expectations of college and career readiness. This negatively impacted our performance creating a sharp decline in our progress. During the second year of this accountability shift standardized state testing underwent a major change in so far as creating new test documents and formats for our students in ELA and Math. Throughout grades 3-8 students were asked to answer a higher volume of questions based on state standards as well as test their writing abilities with more rigorous expanded response questions in ELA and Math. In our third year the final shift, thus far, began with the national work of educators creating and implementing the new common core standards. In it's inception all schools have been given the task of meeting the instructional for the 2011-2012 academic year. Part of this direction is to assist schools in aligning state content to support better outcomes on state exams.

In the 2011 NY State ELA assessment our students performed as follows:

- 97% of 3rd grade students were at Levels 1 or 2
- 77% of 4th grade students were at Levels 1 or 2
- 85% of 5th grade students were at Levels 1 or 2

Further, in analyzing our ELA Item Analysis we identified that our current 4th and 5th grade students attained less than 50% of possible points on the Extended Response question (which is a written essay response) of their assessments. In addition, we assess our students in all grades using writing logs in conjunction with the TCRWP narrative and informational Writing Continuums. These findings indicate a comprehensive focus on writing to support our students as writers.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

- *Using the NYC Instructional frameworks, all students in grades Pre-K – 5 will participate in the following unit of study:*

Pre-K	<i>From Seed to Plants</i>
Kindergarten	<i>Garden Helpers</i>
First Grade	<i>Welcome to the World of Frogs</i>
Second Grade	<i>Arctic Animals</i>
Third Grade	<i>Sharks</i>
Fourth Grade	<i>Conservation</i>
Fifth Grade	<i>Endangered Species</i>

- *The purpose of unit of study is to focus on informative/explanatory reading and writing activities. As students do so they will be engaged in rigorous activities that will help students to (1) support ideas with details and examples, (2) use voice appropriate to the purpose and the audience, (3) identify research questions and design investigations for a scientific problem, (4) Conduct a project that requires specifying a problem, designing an experiment, analyzing its data, and reporting results/solutions (5) analyze and synthesize information from multiple sources, (6) Describe and illustrate how common themes are found across texts form different cultures (6) formulate a routine problem given data and conditions, (7) organize and interpret data. This unit of study will begin in late November 2011 and end in the third week in January 2012.*
- *Students in grades K -3 will author and publish a class book on their selected topic.*
- *Students in grades 4 and 5 will author and publish an individual book on their selected topic.*
- *All students will participate in school-wide museum share.*
- *Teachers will collect objective evidence as follows:*
 - (1) Teachers will establish a student binder with samples of student work, learning goals and progress reports.*
 - (2) Principal will set up the collection of 2 monthly "On Demand" writing samples.*
 - (3) Teachers will use the CCLS Informative/Explanatory Rubric in student writing samples developed throughout this unit of study.*

Strategies to increase parental involvement

- **Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.**
 - ***Parent workshops and informational meetings*** based on curriculum and assessments of the school will be conducted. These workshops will provide information for parents to access government and state websites to help them understand state content and achievement standards. Open School Week Sessions will provide an opportunity for parents to review state standards and to work with teachers in understanding how they impact on their child's learning. The PS 385 website will share information on assessments and testing calendar. Results of periodic assessments will be distributed to parents and meetings will be held to explain the results of these assessments. Leveled Reading workshops will provide parents the necessary tools to understand the academic progress of their children throughout the school year. All workshops will be held in English and Spanish.
 - ***Individual Conferences-*** with parents to review the instructional expectations for the year based upon the TCRWP Units of Study, reading logs and reading benchmarks which are aligned to the Common Core Learning Standards, during the Back to School Open House, Parent Teacher Conferences, Family Fridays and ongoing communication with parents concerning learning expectations. This provides parents with information and training needed to effectively become involved in planning and decision making to provide academic support to their child.
 - ***Progress Monitoring-***Low Inference observations and reading and writing logs teachers will share student created goals and next steps with parents as part of progress monitoring
 - ***School Leadership Team-***forum for discussions on school academic standing and develop action plans based upon Progress Report and Annual School Report Card as well learning about the how teachers look at student work and how teachers apply the common core standards.
 - ***Writing Continuum-*** Teachers share the TCRWP Units of Study with parents and provide instruction on how the use of performance indicators are utilized to grade writing published pieces and to inform instruction
 - ***Targeted Learning Goals-***are developed with teacher and student and shared with parents routinely at conferences, on report cards, during individual conferences
 - ***Resources-***Teachers will share writing rubrics jointly with parents and students to communicate clear instructional expectations
 - ***School wide Volunteer Corps-*** Learning Leaders and Parent Interns provide assistance in the classroom to support classroom instruction and curriculum

advancement.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - *Our school is a hard to staff school so we use many ways to attract Highly Qualified teachers. For example we have established a Hiring team, which is composed of teachers, administrators and counselors. The team then interviews the aspiring teacher and if the team deems it necessary they request the aspiring teacher to conduct a demo lesson in a classroom as he/she is observed. They then ask the teacher to reflect in writing. The team then recommends to the principal.*
 - *The Principal and Assistant Principal visits Hiring Halls and surrounding Colleges to interview teachers from across the boroughs.*
 - *Job-embedded professional development is the vehicle by which we will use to ensure that the current staff is Highly Qualified as defined by NCLB. Teachers will examine and refine curriculum, assessment, and classroom instruction and strengthen teacher practice in the teaching of writing. Teachers will learn to create learning paths for students using multiple entry points based on student's strengths. In doing so, each teacher will firstly, utilize the acquired data to inform instruction based on the new CCLS, for each student in the study. Secondly, teachers will use the inquiry student samples as exemplars to raise their expectations of required student work for all students in their classroom. Thirdly, Inquiry Teams will establish a school-wide norm for grading student writing.*

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - *Our Respect For All Program, which focuses on violence prevention and bullying intervention are used to bring awareness to the students. Students participate in assembly programs and reflect on their learning in writing about their experiences.*
 - *As a Health and Wellness school we have formed a committee, which overlooks all activities relating to health.*
 - *Professional development is being provided for teachers in grades 2, 3 and 5 through the Spoon It! Program and the students in those grades will study apples, in a week-long project.*
 - *This year the committee will integrate physical fitness as part of the Health and Wellness program, which includes the Fit For All program as well as the Move To Improve program. Professional development will be provided for teachers.*
 - *The committee will be writing a School Wellness policy for adoption by the school.*
 - *The committee working along with City Harvest will develop a newsletter for distribution to all parents.*
 - *A City Harvest grant will provide professional resources & professional development for teachers in grades K,1 & 4 on a range of Health/Nutrition topics for teachers.*
 - *Café to the Classroom will provide direct instruction to students, school wide, by having students grow their own fruits and vegetables in the school garden and provide opportunities to taste what they have grown.*

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

FSF is utilized for all basic services such as administrative staff, teachers, paraprofessionals, secretaries and school aides. We also utilize NSYTL funds for technology, software and library books.

ARRA RTTT Data Specialist Funds will be used to provide per session to an identified Data Specialist. Her role will be to work with ATS, Assessment Pro, and ARIS and ensure

that our school-wide data is accurate. She will also provide training to teachers and parents on the use of Assessment Pro and ARIS.

***ARRA RTTT Citywide Instructional Expectations** will be utilized for per session funding for teachers and administrators to participate in professional development on looking at student work.*

***Contract For Excellence Funds (75%) and Title 1 (25%)** will be utilize to pay for salary of an additional ESL teachers to provide services to identified ELL students. The other 25 % will be utilized for supplies for our ELL students.*

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2012, the whole school attendance rate will improve by at least 3% as measured in the school's annual attendance report.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Our school services a high number of students with health-related needs. This has resulted in many students being absent from school for health-related reasons. In analyzing school data we find ourselves in an unusual position because over 80% of our students maintain a 100% attendance while 20% are absent more than allowed by Chancellor's Regulations. According to the 2011 -2012 NYC Progress Report our school-wide attendance rate averaged 89.9%.

Instructional strategies/activities

- (4) Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

The following strategies will be implemented:

- *An attendance team will be formed to address attendance related issues.*
- *Attendance will be monitored daily and an attendance incentive program will be implemented.*
- *An attendance policy will be developed and disseminated to teachers and parents.*
- *Teachers will instruct the students on the value of attending school every day.*
- *Parents will be contacted by phone, mail, and/or home visits.*
- *Letters will be sent home to parents indicating the number of days the child is absent or late.*
- *Students will receive attendance awards at the monthly awards assembly.*
- *Students with 100% attendance will be highlighted on a bulletin board outside the main office.*
- *Letters of encouragement for students who are showing improvement will be sent home.*

Strategies to increase parental involvement

- *Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.*
- *Meetings and workshops are held with parents and all communication is done in the dominant language of the family.*
- *All mail sent home is translated to facilitate better understanding of the information by the parents.*
- *Incentives will be used for students as well as for parents.*
- *Workshops on how to improve their child's academics, attendance and how to build a strong home/school relationship.*

We will evaluate our progress by continuing to check and update attendance records as well as monitor 407's. We will monitor attendance on a daily, weekly and monthly basis to see where attendance is improving and where support is needed.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

N/A

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- *Our Respect For All Program, which focuses on violence prevention and bullying intervention are used to bring awareness to the students. Students participate in assembly programs and reflect on their learning in writing about their experiences.*
- *As a Health and Wellness school we have formed a committee, which overlooks all activities relating to health.*
 - *Professional development is being provided for teachers in grades 2, 3 and 5 through the Spoon It! Program and the students in those grades will study apples, in a week-long project.*
 - *This year the committee will integrate physical fitness as part of the Health and Wellness program, which includes the Fit For All program as well as the Move To Improve program. Professional development will be provided for teachers.*
 - *The committee will be writing a School Wellness policy for adoption by the school.*
 - *The committee working along with City Harvest will develop a newsletter for distribution to all parents.*
 - *A City Harvest grant will provide professional resources & professional development for teachers in grades K,1 & 4 on a range of Health/Nutrition topics for teachers.*
 - *Café to the Classroom will provide direct instruction to students, school wide, by having students grow their own fruits and vegetables in the school garden and provide opportunities to taste what they have grown.*

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

FSF is utilized for all basic services such as administrative staff, teachers, paraprofessionals, secretaries and school aides. We also utilize NSYTL funds for technology, software and library books.

ARRA RTTT Data Specialist Funds will be used to provide per session to an identified Data Specialist. Her role will be to work with ATS, Assessment Pro, and ARIS and ensure that our school-wide data is accurate. She will also provide training to teachers and parents on the use of Assessment Pro and ARIS.

Contract For Excellence Funds (75%) and Title I (25%) will be utilize to pay for salary of an additional ESL teachers to provide services to identified ELL students. The other 25

% will be utilized for supplies for our ELL students.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- *By June 2012, the school will close the achievement gap in the area of ELA by 10% between Students with Disabilities (SWD), as well as English Language Learners (ELLs) and all students as evidenced by the NYS ELA.*

Comprehensive needs assessment

- *The NYS Report Card for 2010-2011, has shown a decrease in the proficiency levels for Students with Disabilities and ELLS. Our school has been identified as a School In Need of Improvement in Reading Year 1, due to the low performance of these two sub-groups. In addition, the current Teacher's College Assessment has shown a significant disparity for students reading at Level 1 and 2. 75% of SWD in grade 3 are at least one year below grade level and 65% of all 4th and 5th Grade students are at least 1 year below grade level, with 50% being at least 2 years behind. Approximately 15 % of our SWD population, are also ELL students, requiring us to address the needs of these students throughout the 2011-2012 in order for the school to meet AYP.*

Instructional strategies/activities

(5) Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

By June 2012,

- *a common preparation for all self-contained special education classroom teachers will be provided. Teachers will meet bi-weekly to plan instruction and analyze student data.*
- *all grade 3-5 classroom teachers will be trained in Assessment Pro Computer Program to support differentiated classroom instruction.*
- *all general education teachers will identify the students in their classes that receive support services and review the IEP and/or ESL goals for their students.*
- *a series of baseline and benchmark assessments will be utilized to monitor student progress, inclusive of Acuity (grades 3-5), Teacher's College Reading and Writing Assessments, Words Their Way Spelling Inventory grades K-5, as well as teacher made unit assessments.*
- *all staff will receive professional development in utilizing a teacher effectiveness rubric to support individual pedagogy.*
- *all classroom data will be analyzed to identify school wide trends and specific classroom and individual student needs.*
- *all special education teachers in self-contained classrooms will receive professional development in order to effectively implement the Lucy Calkins Units of Study for Reading and Writing.*
- *selected staff members will be trained in Wilson, Foundations and/or guided reading.*
- *all teachers will receive targeted professional development sessions to address the needs of the individual students in their classes.*
- *all ELL students will utilize the Imagine Learning Program to support English language proficiency.*
- *all ESL and bilingual classroom teachers will participate in a bi-weekly common planning time addressing student needs, pedagogy and analysis of student data.*
- *all staff will be provided with Common Core Standards professional development to insure that all curriculum and instructional practices are aligned to the standards.*
- *By January 2011, all ELL students will be invited to a Saturday program targeting improved critical thinking skills and writing in grades 2-5 (pending funding)*

In order to implement the above action plan, all staff inclusive of support staff will attend professional development as needed. The administration, Grade Leaders, CFN 109 Instructional Specialists and consultants (pending funding), and identified DOE workshops will be utilized. In addition, grade level and sub-group teacher teams will be utilized to insure that regular assessment of program and student progress, inclusive of, but not limited to: ELL periodic assessment, Imagine Learning progress reports, monthly on-demand writing, Teacher's College Reading Assessment (September, November, March, May), Spanish DRA, Running Records, unit assessments, Foundations/Wilson (identified students) as well as project based activities.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

We will:

- Offer Parent Training Workshops: Academic, Enrichment, Self-Improvement, Social/Emotional*
- Communicate with parents about supporting student progress, both academically and socially.*
- Refer parents to outside resources as necessary.*
- Maintain a school bulletin board in both English and Spanish.*
- Support District, ISC and Network committees.*
- Participate in the School Leadership Team, Parents Association.*
- Conduct a yearly Parent's Association election for the executive board.*
- Conduct monthly day and evening parent association meetings.*
- Create Ad-Hoc Committees as needed.*
- Encourage parents to become classroom volunteers for trips, read-alouds, special projects, family nights.*
- Establish and maintain an inviting environment in the Parent Room for all parents.*
- Maintain open communication with all staff members to insure the needs of the parents are being addressed.*
- On-going congruence through back-packed letters from the principal to guardians, as well as uploading of resources for parents to use on our school's web site.*

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - *Our school is a hard to staff school so we use many ways to attract Highly Qualified teachers. For example we have established a Hiring team, which is composed of teachers, administrators and counselors. The team then interviews the aspiring teacher and if the team deems it necessary they request the aspiring teacher to conduct a demo lesson in a classroom as he/she is observed. They then ask the teacher to reflect in writing. The team then recommends to the principal.*
 - *The Principal and Assistant Principal visits Hiring Halls and surrounding Colleges to interview teachers from across the boroughs.*
 - *Job-embedded professional development is the vehicle by which we will use to ensure that the current staff is Highly Qualified as defined by NCLB. Teachers will examine and refine curriculum, assessment, and classroom instruction and strengthen teacher practice in the teaching of writing. Teachers will learn to create learning paths for students using multiple entry points based on student's strengths. In doing so, each teacher will firstly, utilize the acquired data to inform instruction based on the new CCLS, for each student in the study. Secondly, teachers will use the inquiry student samples as exemplars to raise their expectations of required student work for all students in their classroom. Thirdly, Inquiry Teams will establish a school-wide norm for grading student writing.*

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- *Our Respect For All Program, which focuses on violence prevention and bullying intervention are used to bring awareness to the students. Students participate in assembly programs and reflect on their learning in writing about their experiences.*
- *As a Health and Wellness school we have formed a committee, which overlooks all activities relating to health.*
 - *Professional development is being provided for teachers in grades 2, 3 and 5 through the Spoon It! Program and the students in those grades will study apples, in a week-long project.*
 - *This year the committee will integrate physical fitness as part of the Health and Wellness program, which includes the Fit For All program as well as the Move To Improve program. Professional development will be provided for teachers.*
 - *The committee will be writing a School Wellness policy for adoption by the school.*
 - *The committee working along with City Harvest will develop a newsletter for distribution to all parents.*
 - *A City Harvest grant will provide professional resources & professional development for teachers in grades K,1 & 4 on a range of Health/Nutrition topics for teachers.*
 - *Café to the Classroom will provide direct instruction to students, school wide, by having students grow their own fruits and vegetables in the school garden and provide opportunities to taste what they have grown.*

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, **FSF** is utilized for all basic services such as administrative staff, teachers, paraprofessionals, secretaries and school aides. We also utilize NSYTL funds for technology, software and library books.

***ARRA RTTT Data Specialist Funds** will be used to provide per session to an identified Data Specialist. Her role will be to work with ATS, Assessment Pro, and ARIS and ensure that our school-wide data is accurate. She will also provide training to teachers and parents on the use of Assessment Pro and ARIS.*

***ARRA RTTT Citywide Instructional Expectations** will be utilized for per session funding for teachers and administrators to participate in professional development on looking at student work.*

***Contract For Excellence Funds (75%) and Title 1 (25%)** will be utilize to pay for salary of an additional ESL teachers to provide services to identified ELL students. The other 25 % will be utilized for supplies for our ELL students.*

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	0	0	5-10	82
1	0	0	N/A	N/A	0	0	5-10	91
2	0	0	N/A	N/A	0	0	5-10	85
3	45	45	N/A	N/A	0	0	15	91
4	60	60	76	0	0	0	15	76
5	45	45	81	0	0	0	15	81
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<i>AIS is provided during the Extended Day 2x a week for 50 minutes. This program uses a Language, Grammar and Writing Program to address the new Common Core Standards for the development of the conventions of the English language. Additionally, students in the 5th grade are using a program called Academic Workout using a guided reading approach with small groups of students in reading short, carefully chosen texts in order to build independence, decoding, fluency, comprehension skills, and problem-solving strategies.</i>
Mathematics	<i>AIS is provided through guided math groups where students build conceptual knowledge of number concepts. The groups' skills align with the standards for the grade. The teacher teaches mini lessons on skill deficits and increase the amount and type of cues and prompts. Pre and post assessments are given monthly to evaluate the strategies and skills taught and to drive instruction. Mnemonic strategies and drills for multiplication and addition are used. Small groups and individualized conferences are used to reinforce the standard based skills for grades 1-5. The program used is Numbers World.</i>
Science	<i>Our Science program is based on the NYC Core Curriculum. We focus on two major strands—the Physical Setting and the Living Environment. Science instruction provides students with opportunities to interact directly with the natural world and gives them the skills they need to explain the world that surrounds them. Our approach allows students to practice problem-solving skills, develop positive science attitudes, learn new science content, and increase their scientific literacy. We also emphasize a hands-on, inquiry-based approach to learning. Younger students learn effectively when they are actively engaged in the discovery process. Children's natural curiosity leads them to explore the natural world. We encourage our teachers to provide opportunities for their students to have direct experience with common objects, materials, and living things in their environment. In addition to the classroom teacher, teaching science twice a week, we have added a cluster teacher in grades 3 – 5 to add an additional period weekly. We use Harcourt Brace and FOSS instructional material. Reading strategies, such as comprehension, main idea, phonemic awareness, syllabication through science(2x week).</i>
Social Studies	<i>N/A due to lack of funding we no longer have Social Studies as AIS. We now integrate Social Studies into the literacy curriculum and teach Social Studies 2x a week in the classroom.</i>
At-risk Services provided by the Guidance Counselor	<i>N/A lack of funding</i>
At-risk Services provided by the School Psychologist	<i>The school psychologists do not see at-risk students due to the number of referrals, reevaluations and triennials.</i>

<p>At-risk Services provided by the Social Worker</p>	<p><i>Social Workers will provide counseling services to at risk students especially students in the targeted subgroups and their families during the school day, one period a week or more frequently if needed. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress.</i></p>
<p>At-risk Health-related Services</p>	<p><i>The nurse service students who need medication administered and asthma-related assistance. The gym teacher is working with overweight students. He is also implementing the FIT For Life program. Classroom Teachers are using the Move To Improve Program. In order to identify students in need of eye wear, Vision Screening takes place early in the Fall.</i></p>

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.



Performance School 385

750 Concourse Village West Bronx, New York 10451 Tel. (718) 292-5070 Fax (718) 292-5071

Office of the Principal

If You Take a Child By the Hand... You Take a Parent By the Heart!

**Lourdes Estrella
Executive Principal**

**Scott Elson
Barbara Pinos
Assistant Principal
(IA)**

**Guillermo Feliciano
Assistant Principal**

Assistant Principal

**Stephanie Ortiz, Payroll Secretary
Business Manager**

Sylvia Watson,

November 28, 2012

Parent Letter No. 23

(Revised Parent Compact)

Dear Parents:

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 our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our 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 our school community. Our school will support parents and families of Title I students by:

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

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

Our 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. Our 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 our 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, our school will:

- *actively involve and engage parents in the planning, review and the evaluation of the effectiveness of the school's Title I program as outlined in the 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 schools 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 our 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 our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;*
- *conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;*

- *provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;*
- *host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;*
- *schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;*
- *translate all critical school documents and provide interpretation during meetings and events as needed;*
- *conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;*

Our 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;*
- *hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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

Our school, 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 and Assessments.

I. School Responsibilities

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

- *using academic learning time efficiently;*
- *respecting cultural, racial and ethnic differences;*

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 07X385 School Name: Performance School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1
 Corrective Action Year 2 Restructuring Year 1 Restructuring Year 2
 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

The 2008 -2009 English Language Arts State Assessments were the first performance assessments for this school and were to be used to establish a baseline (43% Levels 3 and 4) to indicate a beginning point for school improvement in reading. We began the school year with the idea that we were going to improve from 43% to 60%. However, new cut scores in reading were published in August 2010 and our school performance dropped to 16% Levels 3 and 4, indicating that a new baseline for student performance for our school had been established and a new direction was to be set. We began the year providing professional development for our teachers on the new cut scores, the new common core standards and the implications for instruction. At this time we also had twenty new teachers to replace those that had left to go to work in charter schools, resigned to go teach in other countries or to continue their studies, several were discontinued. To complicate matters even further, we found out that new changes (additional questions, additional time, more rigor) were added to the 2010 -2011 ELA State Assessments. All these changes have had a negative effect on student performance in the ELA. In 2010 – 2011 there was a drop in student performance in particular in grade 3 as indicated in the following results: In grade three 4% of the students scored at levels 3 and 4, a 16% drop from the previous year; in grade four 23% of the students scored at levels 3 and 4, a 10% increase from the previous year, and in grade five 15% scored at levels 3 and 4, indicating no difference in student performance from the previous year. All third grade teachers were discontinued, reassigned or transferred out of our school. This drop in student performance has caused a change in status for our school. We have now gone from "School In Good Standing" to a "School In Need of Improvement in Reading Year 1". Through many discussions with administrators, network support personnel, teachers, our School Leadership Team and a review of student writing samples from previous tests, we decided to make writing, in grades Pre-K to 5, a primary focus for the 2011-2012 school year.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

The 2011 - 2012 school year brings forth many challenges, particularly in teacher training. Teachers will need to meet on a continuing basis to discuss ways in which to close the achievement gap. They will need to review student work so that they may bring forth a rigorous curriculum that will help our students meet the challenges of the ELA State Assessment, which will now be given to the students in April rather than May 2012. Additionally, this year we hired nine (9) new teachers and established five (5) new Integrated Co-Teaching classes. Teacher expectations must increase and not decrease due to the low student performance. This will be accomplished through the alignment of the Common Core Standards and the "norming" of teacher practice at our school. Grade level teams composed of Teachers, Para-educators, and administrators will meet on a weekly basis to read, annotate and analyze 15 -18 student writing samples, set goals for the students and determine progress by using the

Teacher's Colleges Continuum of Narrative Writing, the CCLS Rubric for Informative Writing and CCLS Rubric for Persuasive/Opinion Writing.

As we focus on writing, we will continue to use formative and summative assessments to monitor student progress in reading in all grades. At present, Teacher's College Reading and Writing Project assessments are used in Kindergarten to grade 5. These assessments will be conducted four times a year in September, November, March and June and considered summative data. Formative running records will also be administered to allow for interim progress reporting. This data will be used to differentiate instruction based on an analysis of reading behaviors at different levels of performance. In addition, grades three to five, the Interim Test Assessments (ITA), Predictive Test Assessment, and teacher-made assessments will be used to identify trends and guide instruction. This year we have added ITA's for our ELL student population.

To provide additional support our students in grades 3-5, we will implement a ten week Saturday Academy Program, and address the needs of our Level 1 and Level 2 students.

Part B: For Title I SINI Schools Only

- 1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.**

Our goal is to improve student writing for all students, including our English Language Learners and our Special Needs students. In doing so we expect that student performance on state assessments will show a marked improvement. Our intention is to do this by expanding our inquiry work to include the NYC Citywide Instructional Expectations for the 2011 – 2012 school year. Teachers will examine and refine curriculum, assessment, and classroom instruction and strengthen teacher practice in the teaching of writing. Teachers will learn to create “learning paths” for students using multiple entry points based on student’s strengths. In doing so, each teacher will firstly, utilize the acquired data to inform instruction based on the new CCLS, for each student in the study. Secondly, teachers will use the inquiry student samples as exemplars to raise their expectations of required student work for all students in their classroom. Thirdly, Inquiry Teams will establish a school-wide norm for grading student writing. Each team will meet on a weekly basis, evidenced by agendas, attendance sheets and minutes of the meetings. In addition, student performance (progress) will be monitored through the use of The Continuum of Narrative Writing, Rubric for Informative/Explanatory Writing, and Persuasive Writing. Furthermore, teachers will respond to three Inquiry Work Reflection Forms at the end of each unit to document their thoughts on student work as well as on teacher effectiveness resulting in the development of a “best practices” book. We will achieve our goal by taking the following steps:

- In August the Principal will meet with Assistant Principals to set the expectations for the year.*
- Throughout the year, the Principal will provide ongoing professional development for Assistant Principals on*
 - (1) The instructional expectations in reading, writing and assessment for the year.*
 - (2) The use the NYC Curriculum Bundles as a model for assessment and instruction, using the Universal Design for Learning to address the needs of our ELL population as well as our special needs students.*
 - (3) The use of the Danielson Frameworks and low inference observations to observe reading and writing.*
 - (4) The use of the inquiry process in Looking at Student Work*
- On September 7, 2011, and on an on-going basis the Principal and Assistant Principals will provide professional development on the NYC Citywide Instructional Expectations for 2011-2012 for all staff members.*
- Having requested an SBO, the principal will designate Thursdays as Inquiry Day.*
- Every Thursday, during common planning time, as well as during extended day each grade will meet as a team of teachers on the grade conducting inquiry with students in their classroom. The following procedures are to be followed for the grade level inquiry process:*
 - (1) Each grade level team meets to establish norms for working as a team.*
 - (2) Each grade level team will develop a hypothesis with a focus on improving student writing to investigate. The first area of focus is narrative writing.*
 - (3) Using teacher judgment, each teacher selects a high, medium and low “On Demand” writing sample or a general ed. special ed. or a bilingual ed. student writing sample from their own class.*
 - (4) Each teacher annotates the writing sample using his/her best judgment (first sample only).*
 - (5) The team discusses and analyzes the writing samples with the other members on the team.*
 - (6) Team identifies their own expectations of writing as compared to the expectations of a variety of rubrics on writing.*
 - (7) The team re-annotates the writing samples using The Teacher’s College Continuum of Narrative Writing,*

followed by the CCLS Rubric for Informative/Explanatory Writing and the Rubric for Argument/Persuasive Writing.

- (8) The team discusses the gap between the teacher's expectations and the standard as delineated on the continuum for narrative writing.*
- (9) Using a template, each team will choose and focus on 4-5 Performance Indicators (PI) from the Continuum. Each Performance Indicators (PI) is based on the students' identified level of performance in structure, elaboration, concept of writing (Pre-k to K), craft (grades 1-5) and meaning/significance. The student sample may have varying levels of performance in each area and may be different for each child or you may find patterns or similarities. This is part of the discussion during inquiry.*
- (10) Each team will then set targeted writing learning goals for each of the selected students. The goal is to guide the child during the month to show improvement in their writing so as to move from one level to another and meet the NYS Common Core Standards in Writing. Progress will be evident in the next "On Demand" writing sample.*
- (11) Each teacher will then use the Lucy Calkins Units of Study, in both reading and writing, The Instructional Bundles and match the necessary Teaching Points and work with the selected students on the Performance Indicators back in the classroom until the next on demand writing sample is announced and repeat the process. We will continue with the same three students until we can come up with some answers to the grade team's hypothesis on improving narrative, informative and persuasive writing.*

These procedures will be repeated during the informative writing cycle and the persuasive/argument writing cycle. Inquiry work will end in June 2012.

Our new ICT teams will receive Professional Development at Teacher's College. Each team will attend a series of six full-day workshops in order to strengthen teacher effectiveness in a collaborative team setting.

Our school will also provide after-school opportunities for our teachers in grades 3, 4, and 5 as well as Bilingual and Special Education Teachers to receive ongoing professional development in assessment both formative and summative assessments in the classroom, reading strategies such as questioning the author, understanding, text complexity, implementing common core standards.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

The new city wide instructional expectations have created a paradigm shift to ready students and staff to meet the demands set forth by the new common core standards. This three-year shift began with the change in the states adjustment of the scale scores on the Math and ELA exams. These accountability standards determine whether students are categorized as (1) Below Standard (2) Meets Basic Understanding (3) Meets Proficiency Standards (4) Exceeds Proficiency Standards. As a result of this shift student scale scores were adjusted to meet the higher expectations of college and career readiness. This negatively impacted our performance creating a sharp decline in our progress. During the second year of this accountability shift standardized state testing underwent a major change in so far as creating new test documents and formats for our students in ELA and Math. Throughout grades 3-8 students were asked to answer a higher volume of questions based on state standards as well as test their writing abilities with more rigorous expanded response questions in ELA and Math. In our third year the final shift, thus far, began with the national work of educators creating and implementing the new common core standards. In its inception all schools have been given the task of meeting the instructional for the 2011-2012 academic year. Part of this direction is to assist schools in aligning state content to support better outcomes on state exams.

In the 2011 NY State ELA assessment our students performed as follows:

- 97% of 3rd grade students were at Levels 1 or 2*
- 77% of 4th grade students were at Levels 1 or 2*
- 85% of 5th grade students were at Levels 1 or 2*

In the 2011 NY State Math assessment our students performed as follows:

- 97% of 3rd grade students were at Levels 1 or 2*
- 82% of 4th grade students were at Levels 1 or 2*
- 81% of 5th grade students were at Levels 1 or 2*

Therefore, it is imperative we focus on improving our teacher practices using Danielson's Framework to Plan and Prepare, Establish an Effective Classroom Environment, and Instruction to increase student outcomes.

During this time when teachers are being asked to change their instructional style, it is important that the leadership team takes charge of the change process. Therefore, it is important for the team to become knowledgeable about the required changes as well as the implications for students achievement. The following professional development strategies will be implemented:

- Principal will meet with Assistant Principals to set the expectations for the year.
- Principal will provide professional development for Assistant Principals on the NYC Instructional Expectations, Curriculum Bundles, Danielson Frameworks and low inference observations and Looking at Student Work through Inquiry.
- Principal will set aside time at every cabinet meeting to develop a common language (low inference) around the Danielson Frameworks and the actual teacher practice.
- Principal and Assistant Principals will provide professional development for all teachers on the selected components of the Danielson Framework.
- Using the Danielson Frameworks as a continuum of learning, teachers will self assess their effectiveness based on the selected competencies.
- Principal and Assistant Principals will meet with teachers to discuss their self-assessment and develop an action plan for progress and moving from one level of effectiveness to the next.
- Principal will set up and follow a schedule for teacher observation and feedback using the Danielson Frameworks.
- Principal and Assistant principals will meet with teachers and have one to one conversation to develop SMART goals for the year.
- Principal and Assistant Principals will use said goals as to improve teacher effectiveness and articulate clear expectations for continuous improvement.

We will also implement a Teacher Mentor Program where experienced teachers will work with new teachers for a total of ten hours monthly. The new teacher will observe the experienced teacher for one period and one period for debriefing. The experienced teacher will then observe the new teacher in the classroom and debrief.

Our UFT Teacher Center Staff Developer will work with teachers for two periods daily.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

- Parent Notification Letter of the Current School Status will be sent home in both English and Spanish.
- PS 385 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - **Parent workshops and informational meetings** based on curriculum and assessments of the school will be conducted. These workshops will provide information for parents to access government and state websites to help them understand state content and achievement standards. Open School Week Sessions will provide an opportunity for parents to review state standards and to work with teachers in understanding how they impact on their child's learning. The PS 385 website will share information on assessments and testing calendar. Results of periodic assessments will be distributed to parents and meetings will be held to explain the results of these assessments. Leveled Reading workshops will provide parents the necessary tools to understand the academic progress of their children throughout the school year. All workshops will be held in English and Spanish.
 - **Individual Conferences-** with parents to review the instructional expectations for the year based upon the TCRWP Units of Study, reading logs and reading benchmarks which are aligned to the Common Core Learning Standards during the Back to School Open House, Parent Teacher Conferences, Family Fridays and ongoing communication with parents concerning learning expectations. This provides parents with information and training needed to effectively become involved in planning and decision making to provide academic support to their child
 - **Progress Monitoring-**Low Inference observations and reading and writing logs teachers will share student created goals and next steps with parents as part of progress monitoring
 - **School Leadership Team-**forum for discussions on school academic standing and develops an action plan based upon Progress Report and Annual School Report Card.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, 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, hold your cursor over the .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Maria Quail	District 07	Borough Bronx	School Number 385
School Name Performance School			

B. Language Allocation Policy Team Composition

Principal Lourdes Estrella	Assistant Principal Gil M. Feliciano
Coach -	Coach -
ESL Teacher Amy Mascunana	Guidance Counselor Elizabeth Sanchez
Teacher/Subject Area Sandra Rivera/Kindergarten	Parent Veronica Gerena
Teacher/Subject Area Lilia Kalika	Parent Coordinator Carmen Colon
Related Service Provider Cynthia Melendez	Other -
Network Leader -	Other -

C. Teacher Qualifications

Please 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 ESL teachers	2	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	6	Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	599	Total Number of ELLs	148	ELLs as share of total student population (%)	24.71%
------------------------------------	------------	----------------------	------------	---	---------------

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. 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? (Please provide numbers.)
6. 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? Describe specific steps underway. 

The initial process of the identification of those students who may possibly be ELLs starts on the student's registration day. This school year we had another extremely successful registration process. Before the onset of parents, we formed a committee at the school in August made up of the Assistant Principal, Parent Coordinator, Pupil Secretary, Parent Coordinator and Attendance Family Worker. We discussed strategies which enabled us to ensure a smooth registration process for all involved. We also devised a tool which we included on every new student cum record folder. This tool listed every document which was necessary for the parents to complete including the very important Home Language Identification Survey (HLIS). All students who are newly enrolled in the New York City School System are required to complete a Home Language Identification Survey. This survey is provided to the families as part of their registration packet. Assistance is provided by school personnel to families in completing the HLIS form as well as any other registration material. The survey is used to identify students who may have limited English proficiency. If the survey indicates that a language other than English is used in the home, the student is administered the revised Language Assessment Battery (LAB-R) within ten (10) days of registration. The LAB-R is used to determine initial placement.

Families of students who were identified as an English Language Learners were invited to participate in the parent orientation session which was held within ten (10) days of the beginning of the school year. At this orientation meeting the families were introduced to the school principal, assistant principal in charge of the ELL programs, ESL teachers and parent coordinator. During these sessions, parents were informed of the different types of programs and services available for their children. Transitional Bilingual Programs, Dual Language Programs, and English as a Second Language Programs were explained in detail. Families were also shown the New York City Department of Education Orientation Video for Parents of English Language Learners. At the conclusion of the orientation session families were individually assisted in completing their Parent Survey Letters and Program Selection Forms. This orientation session was held in both English and Spanish.

In accordance with parent survey letters for program choice, the school provides five (5) transitional bilingual education classes and a freestanding ESL program which provides push-in and pull-out services.

The school has many forms of checks and balances which ensure 100% family participation in entitlement letter, parent survey and program selection form distribution and collection. The first is by the creation of a master list of all of our ELL students in the entire school and updating this master list on a regular basis especially at the end and beginning of each academic school year. Using this list, we ensure that parents are distributed all necessary forms. Once collected a roster is updated with this information and the actual signed forms and letters are kept, organized by grade in a binder in the assistant principal's office. Any missing forms/letters are immediately identified and families are contacted by classroom teacher, ESL teacher, parent coordinator and/or assistant principal until the form/letter is received and placed on file.

Based on this year's program choices and informal conversations with families it is clear that the school's transitional bilingual program and ESL program continue to meet the needs of our families at this time.

This past October 2011, we were audited by members from the Department of Education as well as from the Company Ernst and Young. The members on the panel looked at our record keeping, specifically pertaining to the ELL identification process and placement, mandated documentation such as parent selection forms, entitlement, nonentitlement and placement letters, communication with parents and their involvement in choosing the best program for their children. We were able to provide them with all necessary documentation and therefore received a very favorable review.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes*	No*	If yes, indicate language(s): Spanish
Dual language program	Yes*	No*	If yes, indicate language(s): N/A

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	1	1	1	1	1	0	0	0	0	0	0	0	6
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	1	1	1	1	1	1	1	0	0	0	0	0	0	7
Total	2	2	2	2	2	2	1	0	0	0	0	0	0	13

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	148	Newcomers (ELLs receiving service 0-3 years)	113	Special Education	21
SIFE	5	ELLs receiving service 4-6 years	35	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	66	5	0	14	0	0	0	0	0	80
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	47	0	14	21	0	7	0	0	0	68
Total	113	5	14	35	0	7	0	0	0	148

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	17	15	7	6	14	21	0	0	0	0	0	0	0	80
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	17	15	7	6	14	21	0	80						

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	
	EL	EP																		
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other <u>N/A</u>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other <u>N/A</u>	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0 Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0 Asian: 0 Hispanic/Latino: 0

Native American: 0 White (Non-Hispanic/Latino): 0 Other: 0

Freestanding English as a Second 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	8	7	6	6	14	10	0	0	0	0	0	0	0	51
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	1	1	0	1	0	0	0	0	0	0	0	0	3
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	1	0	1	0	0	0	0	0	0	0	0	0	0	2
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	4	2	1	3	2	0	0	0	0	0	0	0	0	12
TOTAL	13	10	9	9	17	10	0	68						

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. 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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

P.S. 385 Provides Transitional Bilingual Education in Kindergarten, 1st /2nd , 3rd, 4th and 5th grades and a Free-Standing ESL program for students in Kindergarten, first, second, third, fourth and fifth grades. ELL students in both the TBE and Free-Standing ESL Program are grouped heterogeneously. The mandated number of instructional minutes is provided according to language proficiency levels as determined by the results of the NYSESLAT and LAB-R in accordance with New York State guidelines. Students at the Beginning level receive 360 minutes of ESL instruction per week, at the Intermediate level receive 360 minutes of ESL instruction per week and at the Advanced level receive 180 minutes of ESL instruction per week.

Both models (Transitional and ESL) used at our school are driven by the State Education Standards and by the New York City Performance Standards. Literacy is emphasized across a curriculum that is structured on the Department of Education's Comprehensive Instructional Approach in Literacy and Mathematics. The curriculum initiatives in the areas of science, social studies and technology are interdisciplinary in nature. Teachers use nationally validated curricula to promote attainment of the New York City and State learning Standards.

Students develop their reading, writing, listening and speaking skills in English through a variety of ESL methodologies that may include Total Physical Response (TPR), chanting and rhyming, pictorial representations to optimize students' understanding of newly introduced concepts. Teachers have also differentiated instruction by grouping as per LAB-R and Spring 2011 NYSESLAT results. They also use informal assessments, conferring and teacher observations in order to monitor student progress. The Transitional Bilingual Education classrooms contain well-organized classroom libraries, print-rich environments and multiple visual support systems. The combination of new immigrant students and the increase in the percentage of students scoring at the beginning level necessitated the school to be part of a new pilot program entitled The Estrellita Program sponsored by the NYC Department of Education's ELL Department.

ELL students in the Transitional Bilingual Education program model receive explicit ELA instruction through Balanced Literacy, Teacher's College Reading and Writing Workshop model. The Kindergarten and 1st grade model we are following is an 80%-20% Transitional Bilingual Education model where students receive their instruction in Spanish 80% of the time. Second and Third grade Transitional Bilingual Education students will receive Spanish instruction 50% of the time and fourth and fifth grade students will participate in a Transitional Bilingual Education program which teachers in Spanish 20% of the time.

Students in the Transitional Bilingual Education program receive explicit Native Language Arts (NLA) instruction using

A. Programming and Scheduling Information

Balanced Literacy during the literacy block in grades K and 1 and 50% of the time in grades 3 and 4 followed by 20% in grades 4 and 5. Content area instruction in math, science and social studies in the Transitional Bilingual program is delivered in the Native Language in grades K 100% of the time followed by 50% of the time in grades 2 and 3 and 20% in grades 4 and 5.

Our Free-Standing ESL program services 83 students in grades K-5 using a combination of push-in and pull-out program models. Students from a class that consists of a majority of ELLs are chosen for push-in model. On-going, consistent articulation with the classroom teacher determines and targets students' individualized needs. Scaffolded instruction is achieved through intervention strategies and the use of leveled, trade, native language, high-interest and guided reading books.

A variety of instructional approaches and methods are used to make content comprehensible and enrich language development. Scaffolded instruction for listening skills is delivered through use of visuals such as picture libraries, text images, computer images, timelines, and realia through the audio support of books on tape, educational internet programs such as; Starfalls, chants and songs. Students are also engaged in lessons which provide them with modeling, hands-on activities, note-taking, read-alouds with Accountable Talk which also support Listening and Speaking skills. The following computer sites such as Funbrain, Superteachers.com and Manythings.org are used on a daily basis to reinforce the development of reading, writing and comprehension skills. NYSESLAT Samplers are downloaded from NYC DOE website in order administer Pre and Post tests. The results are analyzed to address the students' strengths and weaknesses across all modalities and data is used to target the development of listening, reading, writing and speaking skills.

Students in our Free-Standing ESL program are serviced by two ESL certified teachers. One ESL teacher has five groups in her schedule. ELLs in Group 1 are kindergarten students and grouped according to their proficiency level achieved at LAB-R administered in Fall 2011. They are Beginners. The ESL teacher utilizes a Push in/Pull out model and provides these students with appropriate number of minutes per week in accordance with New York State guidelines. Group 2 is a combination of ELL students in Grades 1 and kindergarten. They are all at the Advanced level. The grouping of these students is based on the analysis of NYSESLAT modalities and LAB-R results. The ESL teacher uses a Pull out model and provides these students with appropriate number of minutes per week in accordance with New York State guidelines. ELLs in Group 3 are second grade students. They are all at the Advanced proficiency level. The ESL teacher uses a Pull out model and provides these students with appropriate number of minutes per week in accordance with New York State guidelines. Group 4 is a combination of ELL students in Grades 1 and 2. The majority of these students are at the Beginning level. One student is at the Intermediate proficiency level. The grouping of these students is based on the analysis of the NYSESLAT modalities. The ESL teacher uses a Pull out model and provides these students with appropriate number of minutes per week in accordance with New York State guidelines. ELL students in Group 5 are second grade students. The majority of these students are at the Intermediate proficiency level. Two students are at the Beginning level. The grouping of these students is based on the analysis of the NYSESLAT modalities. The ESL teacher uses a Pull out model and provides these students with appropriate number of minutes per week in accordance with New York State guidelines.

The second ESL teacher has five groups in her schedule. Group 1 is a combination of ELL students in Grades 3 and 5. They are all at the Beginning proficiency level. The ESL teacher uses a Pull out model and provides these students with appropriate number of minutes per week in accordance with New York State guidelines. ELL students in Group 2 are third grade students and are at the Intermediate and Advanced proficiency levels. The grouping of these students is based on the analysis of the NYSESLAT modalities. The ESL teacher uses a Pull out model and provides these students with appropriate number of minutes per week in accordance with New York State guidelines. ELL students in Group 3 are third grade students and are at the Intermediate proficiency levels. The grouping of these students is based on the analysis of the NYSESLAT modalities. The ESL teacher uses a Pull out model and provides these students with appropriate number of minutes per week in accordance with New York State guidelines. ELL students in Group 4 are fourth grade students. They are all at the Advanced proficiency levels. The grouping of these students is based on the analysis of the NYSESLAT modalities. The ESL teacher uses a Pull out model and provides these students with appropriate number of minutes per week in accordance with New York State guidelines. ELL students in Group 5A are fifth grade students and are at the Intermediate and Advanced proficiency levels. The grouping of these students is based on the analysis of the NYSESLAT modalities. The ESL teacher uses a Pull out model and provides these students with appropriate number of minutes per week in accordance with New York State guidelines. ELL students in Group 5B are fifth grade students and are at the Intermediate and Advanced proficiency levels. The grouping of these students is based on the analysis of the NYSESLAT modalities. The ESL teacher uses a Pull out model and provides these students with appropriate number of minutes per week in accordance with New York State guidelines.

A. Programming and Scheduling Information

Reading instruction is scaffolded through modeling, use of graphic organizers, brainstorming and pre-reading questions which are then answered and discussed. Explicit ESL instruction is delivered through Guided Reading following the Teachers College workshop model. Vocabulary is supported through the use of picture libraries, computer images and realia. Vocabulary study is ongoing, being introduced or reviewed in all content areas and then maintained through written usage and active use of word walls. Libraries are leveled and available to the student throughout the day. Students are transitioned to writing through Teacher's College Writing Workshop Model. Writing instruction is scaffolded through modeling, exemplars, shared writing experiences, brainstorming, eliciting prior knowledge, vocabulary instruction and review, and the use of graphic organizers. Shared and interactive writing are additional models for the writing

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
Reading and writing materials used in the Free-Standing ESL program include but are not limited to On Our way to English published by Rigby, leveled libraries, leveled guided reading books, dictionaries, reference books, internet-based texts, books on tape and computer programs. Instruction is provided using small groups using glossaries, native language dictionaries reference books and peers. ESL and classroom congruence is achieved through ongoing	100% 75% 50% 25%		
network leaders. Common branch and Bilingual teachers with ELL students in their classes will receive preliminary training on analyzing their student's Spring 2011 NYSESLAT results. Understanding the results will provide the teachers with a basis for understanding the importance of infusing ESL methodologies into all understanding of newly taught concepts.	100% 75% 50% 25%		
This school year we have a solid block of 90 minutes (Monday – Friday) where the focus of uninterrupted instruction is on literacy. Teachers with a common branch license and bilingual license are provided with common preparation 5 times a week. This is a time when they may come together to plan and articulate together. We have also instituted 40 minutes of daily independent reading in every classroom. We also included our students in	100% 75% 50% 25%		
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

as well as participate in the school's extensive 37.5 minute extended day program two times per week. We have also hired additional staff members at the school as cluster teachers. Depending on whether the class is a transitional bilingual teacher or a common branch teacher the language of small group instruction may be in English or Spanish.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

The school has seen a slight decrease in its overall ELL population since its inception in 2008. For the 2008-2009 school year, 173 students were administered the NYSESLAT and for the 2010-2011 school year, 145 students were administered the NYSESLAT. This can be attributed to the focus on a more thorough and correct ELL identification process undertaken by the school. However, the slight decrease in overall population size has not largely changed the number of children serviced in Transitional Bilingual Education (TBE) or Freestanding English as a Second Language (ESL). New laws requiring that all students—regardless of special needs—receive ESL services have kept the group size the same.

The resulting decrease has created interesting trends in the NYSESLAT data. Instead of just analyzing the NYSESLAT data for the past spring, the school analyzed data for all years available to us. Our initial findings have been very interesting.

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

The school has seen a slight decrease in its overall ELL population since its inception in 2008. For the 2008-2009 school year, 173 students were administered the NYSESLAT and for the 2010-2011 school year, 145 students were administered the NYSESLAT. This can be attributed to the focus on a more thorough and correct ELL identification process undertaken by the school. However, the slight decrease in overall population size has not largely changed the number of children serviced in Transitional Bilingual Education (TBE) or Freestanding English as a Second Language (ESL). New laws requiring that all students—regardless of special needs—receive ESL services have kept the group size the same.

The resulting decrease has created interesting trends in the NYSESLAT data. Instead of just analyzing the NYSESLAT data for the past spring, the school analyzed data for all years available to us. Our initial findings have been very interesting. The school has seen an increase in the percentage of beginners in reading and writing from 25% in 2008 to 29% in 2011. This trend can be most likely be attributed to the influx of new immigrant students arriving from the Dominican Republic, who are participating in TBE, and West Africa, who are participating in ESL. However, the school has also seen an increase in its students' proficiency in reading and writing from 10% in 2008 to 14% in 2011. Last year the school focused on its literacy block, which most likely attributed to this increase in proficiency. The school will continue its focus on literacy this year, as well as a new school wide initiative that focuses on writing specifically.

Looking at our NYSESLAT data in such a manner allows us to make stronger, data-driven decisions because we are looking not only at year-to-year changes, but long terms trends that are steadily emerging. These data points help us make more informed decisions when purchasing materials, beginning enrichment programs, assigning AIS teachers and making other school-wide administrative decisions.

This school year we will consistently administer periodic assessments to all of our students including ELL students beginning in the fall in order to monitor student progress. We will examine student data reports in order to make teachers aware of their results as well as the importance of their analysis and transparency to provide data driven instruction.

An analysis of the ELL student data indicates the need for an after school program to help fill in the gaps in student learning based on NYSESLAT data. The program will serve approximately 50 students in grades 2-5. The program will begin during the last week in January 2012 and conclude in May 2012. Students will attend 2 days a week on Wednesday and Thursday from 3:30 to 5:30 pm.

Five licensed teachers in Bilingual Common Branches or ESL will be responsible for the instructional program. One supervisor will oversee the implementation of this program as well as provide professional development activities. Teachers will utilize classroom libraries in both English and Spanish as the basis for instruction. The teachers will also utilized The Getting Ready for English Language Proficiency Assessment in Grades 2, 3, 4 and 5 as well as the Empire State NYSESLAT/ESL/ELL program that covers the four modalities of Speaking, Listening, Reading and Writing.

Classroom libraries in both English and Spanish will be needed to support the language development component as the student utilize the stores to retell, discuss, respond to, and generate idea for writing. Instructional materials and teacher guides to support the program will need to be purchased.

Courses Taught in Languages Other than English

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time

- classes that are taught in English using books in the native language
- heritage classes

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional development is offered to all teachers of ELLs. They learn how to differentiate instruction to meet the needs of ELLs and to use scaffolding strategies to support student participation in content areas. Bilingual and ESL teachers learn how to facilitate language acquisition in the various proficiency levels: SIFE, long-term ELLs, beginner, intermediate and advanced. This year, as mentioned above we have also provided the opportunity for common branch teachers and bilingual education teachers to plan together during common planning times. In September 2011 teachers of TBE as well as one of the assistant principals attended a three day professional development training offered by the creators of the program to familiarize themselves with all the components of the Estrellita program. This year our school is focusing on enhancing ELL students' writing skills through the implementation of a writing initiative. Bilingual and ESL teachers work together in Inquiry groups organized by grade level. They annotate students' writing pieces looking for the students' strengths, weaknesses and common patterns to understand the steps needed to reach the level of performance to satisfy the demands of the Common Core Learning Standards. Together, teachers develop strategies to advance the students' writing skills. Professional development was provided to familiarize teachers with K-8 Continuum for Assessing Narrative to guide them in helping students demonstrate the writing behaviors on their grade level.

Professional development is offered to all teachers of ELL students. They learn strategies to differentiate instruction to meet the academic needs of ELLs. Teachers learn scaffolding techniques to support student participation in content areas. Bilingual and ESL teachers learn how to facilitate language acquisition for students of various proficiency levels and groups: SIFE, long-term ELLs, beginners, intermediate and advanced students. This year our school is focusing on enhancing ELL students' writing skills through the implementation of a writing initiative. Bilingual and ESL teachers work together in Inquiry groups organized by grade level. They annotate students' writing pieces looking for the students' strengths, weaknesses and common patterns to understand the steps needed to reach the level of performance to satisfy the demands of the Common Core Learning Standards. Together, teachers develop strategies to advance the students' writing skills. Professional development was provided to familiarize teachers with K-8 Continuum for Assessing Narrative to guide them in helping students demonstrate the writing behaviors on their grade level.

This year we will provide the mandated 7.5 hour ESL training to our new staff members. Our ultimate goal is to make sure that every classroom teacher and cluster/ AIS teacher receives this training by the end of 2011-2012 academic year.

To ensure that our ELL students receive high quality instruction, a professional development was offered in September 2011 to help teachers familiarize themselves with Charlotte Danielson's Framework for Teaching in order to understand the clear expectations necessary to provide all students, including ELL students, with rigorous data based instruction. The school administration provided this training.

Our professional development will continue to offer strategies that promote learning environments that respect our students' individual needs and learning styles. Through ongoing assessments, observation, study groups and discussions with colleagues, we will continue to adjust curriculum instruction to meet the needs of our ELL students. All administrators will assist the staff with the implementation of the new Common Core Learning Standards and effectively align the curriculum in grades K-5.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Parental involvement is a very strong component at P.S. 385. This school year there will be on-going communication with parents via progress reports, newsletters, meetings and conferences. Personnel involved in these on-going activities will be teachers, administrators school-based support team members and ESL teachers. Our parent coordinator will also provide our ELL parents with on-going support on resources available to them from our Community Based Organizations (CBOs) and provide trainings and workshops throughout the school year on various topics. Translated versions of materials will also be readily available to our ELL parents. In addition to this the school has hired a bilingual social worker, bilingual psychologist to assist families who may be in crisis. This year we will also be sending a survey to the families during the 2nd marking period (January) where we will ask them to evaluate their child's progress thus far and provide us feedback.

Parent involvement will be an integral part to plan for 2011-2012 school year. The Parent Coordinator will work closely with the principal and Parent Teacher Association. To address the academic needs of our students. Parents are notified about upcoming workshops by letters sent home. The parents of ELL students will attend a variety of workshops throughout the year. The ELL student parent

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Parental involvement is a very strong component at P.S. 385. This school year there will be on-going communication with parents via progress reports, newsletters, meetings and conferences. Personnel involved in these on-going activities will be teachers, administrators school-based support team members and ESL teachers. Our parent coordinator will also provide our ELL parents with on-going support on resources available to them from our Community Based Organizations (CBOs) and provide trainings and workshops throughout the school year on various topics. Translated versions of materials will also be readily available to our ELL parents. In addition to this the school has hired a bilingual social worker, bilingual psychologist to assist families who may be in crisis. This year we will also be sending a survey to the families during the 2nd marking period (January) where we will ask them to evaluate their child's progress thus far and provide us feedback.

Parent involvement will be an integral part to plan for 2011-2012 school year. The Parent Coordinator will work closely with the principal and Parent Teacher Association. To address the academic needs of our students. Parents are notified about upcoming workshops by letters sent home. The parents of ELL students will attend a variety of workshops throughout the year. The ELL student parent orientation was offered on October 7, 2011 to introduce the parents to different programs available to ELL students. The ELL supervisor, Mr. Feliciano, and the ESL teachers, Ms. Kalika and Ms. Mascunana, conducted this workshop. The workshop was offered in the parents' native language to ensure their full participation and understanding provided at the workshop. In addition, on October 26, 2011, parents participated in the workshop to familiarize them with Common Core Learning Standards conducted by the school administrators. It provided the parents with a powerful opportunity to learn how Common Core Learning Standards relate to students' everyday learning and academic success. Parent Teacher Association will meet with the principal on a regular basis to develop specific workshops to address students' social, emotional and academic needs in order to help them achieve their full potential. The Parent Coordinator is also responsible for ordering any necessary translation and interpretation services.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

The school has seen a slight decrease in its overall ELL population since its inception in 2008. For the 2008-2009 school year, 173 students were administered the NYSESLAT and for the 2010-2011 school year, 145 students were administered the NYSESLAT. This can be attributed to the focus on a more thorough and correct ELL identification process undertaken by the school. However, the slight decrease in overall population size has not largely changed the number of children serviced in Transitional Bilingual Education (TBE) or Freestanding English as a Second Language (ESL). New laws requiring that all students—regardless of special needs—receive ESL services have kept the group size the same.

The resulting decrease has created interesting trends in the NYSESLAT data. Instead of just analyzing the NYSESLAT data for the past spring, the school analyzed data for all years available to us. Our initial findings have been very interesting. The school has seen an increase in the percentage of beginners in reading and writing from 25% in 2008 to 29% in 2011. This trend can be most likely be attributed to the influx of new immigrant students arriving from the Dominican Republic, who are participating in TBE, and West Africa, who are participating in ESL. However, the school has also seen an increase in its students' proficiency in reading and writing from 10% in 2008 to 14% in 2011. Last year the school focused on its literacy block, which most likely attributed to this increase in proficiency. The school will continue its focus on literacy this year, as well as a new school wide initiative that focuses on writing specifically.

Looking at our NYSESLAT data in such a manner allows us to make stronger, data-driven decisions because we are looking not only at year-to-year changes, but long terms trends that are steadily emerging. These data points help us make more informed decisions when purchasing materials, beginning enrichment programs, assigning AIS teachers and making other school-wide administrative decisions.

This school year we will consistently administer periodic assessments to all of our students including ELL students beginning in the fall in order to monitor student progress. We will examine student data reports in order to make teachers aware of their results as well as the importance of their analysis and transparency to provide data driven instruction.

An analysis of the ELL student data indicates the need for an after school program to help fill in the gaps in student learning based on NYSESLAT data. The program will serve approximately 50 students in grades 2-5. The program will begin during the last week in January 2012 and conclude in May 2012. Students will attend 2 days a week on Wednesday and Thursday from 3:30 to 5:30 pm.

Five licensed teachers in Bilingual Common Branches or ESL will be responsible for the instructional program. One supervisor will oversee the implementation of this program as well as provide professional development activities. Teachers will utilize classroom libraries in both English and Spanish as the basis for instruction. The teachers will also utilized The Getting Ready for English Language Proficiency Assessment in Grades 2, 3, 4 and 5 as well as the Empire State NYSESLAT/ESL/ELL program that covers the four modalities of Speaking, Listening, Reading and Writing.

Classroom libraries in both English and Spanish will be needed to support the language development component as the student utilize the stores to retell, discuss, respond to, and generate idea for writing. Instructional materials and teacher guides to support the program will need to be purchased.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (immersion, subject, teacher, theme)?

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional development is offered to all teachers of ELLs. They learn how to differentiate instruction to meet the needs of ELLs and to use scaffolding strategies to support student participation in content areas. Bilingual and ESL teachers learn how to facilitate language acquisition in the various proficiency levels: SIFE, long-term ELLs, beginner, intermediate and advanced. This year, as mentioned above we have also provided the opportunity for common branch teachers and bilingual education teachers to plan together during common planning times. In September 2011 teachers of TBE as well as one of the assistant principals attended a three day professional development training offered by the creators of the program to familiarize themselves with all the components of the Estrellita program. This year our school is focusing on enhancing ELL students' writing skills through the implementation of a writing initiative. Bilingual and ESL teachers work together in Inquiry groups organized by grade level. They annotate students' writing pieces looking for the students' strengths, weaknesses and common patterns to understand the steps needed to reach the level of performance to satisfy the demands of the Common Core Learning Standards. Together, teachers develop strategies to advance the students' writing skills. Professional development was provided to familiarize teachers with K-8 Continuum for Assessing Narrative to guide them in helping students demonstrate the writing behaviors on their grade level.

Professional development is offered to all teachers of ELL students. They learn strategies to differentiate instruction to meet the academic needs of ELLs. Teachers learn scaffolding techniques to support student participation in content areas. Bilingual and ESL teachers learn how to facilitate language acquisition for students of various proficiency levels and groups: SIFE, long-term ELLs, beginners, intermediate and advanced students. This year our school is focusing on enhancing ELL students' writing skills through the implementation of a writing initiative. Bilingual and ESL teachers work together in Inquiry groups organized by grade level. They annotate students' writing pieces looking for the students' strengths, weaknesses and common patterns to understand the steps needed to reach the level of performance to satisfy the demands of the Common Core Learning Standards. Together, teachers develop strategies to advance the students' writing skills. Professional development was provided to familiarize teachers with K-8 Continuum for Assessing Narrative to guide them in helping students demonstrate the writing behaviors on their grade level.

This year we will provide the mandated 7.5 hour ESL training to our new staff members. Our ultimate goal is to make sure that every classroom teacher and cluster/ AIS teacher receives this training by the end of 2011-2012 academic year.

To ensure that our ELL students receive high quality instruction, a professional development was offered in September 2011 to help teachers familiarize themselves with Charlotte Danielson's Framework for Teaching in order to understand the clear expectations necessary to provide all students, including ELL students, with rigorous data based instruction. The school administration provided this training.

Our professional development will continue to offer strategies that promote learning environments that respect our students' individual needs and learning styles. Through ongoing assessments, observation, study groups and discussions with colleagues, we will continue to adjust curriculum instruction to meet the needs of our ELL students. All administrators will assist the staff with the implementation of the new Common Core Learning Standards and effectively align the curriculum in grades K-5.

Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native 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 Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

In analyzing the NYSESLAT data we looked beyond the LAP worksheet provided to us. Instead of just analyzing the NYSESLAT data for the past spring we began to look at trends across the grades from the past four years. Our initial findings have been very interesting. We have found several students scoring at a beginning level in kindergarten, reaching an intermediate level in 1st grade then falling back down to a beginning level in the 2nd grade. In some other cases we have found some students remain at a beginning level for three consecutive years. In other cases we have found students in need of academic intervention for the writing or reading portion of the

Additional Information

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

N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional development is offered to all teachers of ELLs. They learn how to differentiate instruction to meet the needs of ELLs and to use scaffolding strategies to support student participation in content areas. Bilingual and ESL teachers learn how to facilitate language acquisition in the various proficiency levels: SIFE, long-term ELLs, beginner, intermediate and advanced. This year, as mentioned above we have also provided the opportunity for common branch teachers and bilingual education teachers to plan together during common planning times. In September 2011 teachers of TBE as well as one of the assistant principals attended a three day professional development training offered by the creators of the program to familiarize themselves with all the components of the Estrellita program. This year our school is focusing on enhancing ELL students' writing skills through the implementation of a writing initiative. Bilingual and ESL teachers work together in Inquiry groups organized by grade level. They annotate students' writing pieces looking for the students' strengths, weaknesses and common patterns to understand the steps needed to reach the level of performance to satisfy the demands of the Common Core Learning Standards. Together, teachers develop strategies to advance the students' writing skills. Professional development was provided to familiarize teachers with K-8 Continuum for Assessing Narrative to guide them in helping students demonstrate the writing behaviors on their grade level.

Professional development is offered to all teachers of ELL students. They learn strategies to differentiate instruction to meet the academic needs of ELLs. Teachers learn scaffolding techniques to support student participation in content areas. Bilingual and ESL teachers learn how to facilitate language acquisition for students of various proficiency levels and groups: SIFE, long-term ELLs, beginners, intermediate and advanced students. This year our school is focusing on enhancing ELL students' writing skills through the implementation of a writing initiative. Bilingual and ESL teachers work together in Inquiry groups organized by grade level. They annotate students' writing pieces looking for the students' strengths, weaknesses and common patterns to understand the steps needed to reach the level of performance to satisfy the demands of the Common Core Learning Standards. Together, teachers develop strategies to advance the students' writing skills. Professional development was provided to familiarize teachers with K-8 Continuum for Assessing Narrative to guide them in helping students demonstrate the writing behaviors on their grade level.

This year we will provide the mandated 7.5 hour ESL training to our new staff members. Our ultimate goal is to make sure that every classroom teacher and cluster/ AIS teacher receives this training by the end of 2011-2012 academic year.

To ensure that our ELL students receive high quality instruction, a professional development was offered in September 2011 to help teachers familiarize themselves with Charlotte Danielson's Framework for Teaching in order to understand the clear expectations necessary to provide all students, including ELL students, with rigorous data based instruction. The school administration provided this training.

Our professional development will continue to offer strategies that promote learning environments that respect our students' individual needs and learning styles. Through ongoing assessments, observation, study groups and discussions with colleagues, we will continue to adjust curriculum instruction to meet the needs of our ELL students. All administrators will assist the staff with the implementation of the new Common Core Learning Standards and effectively align the curriculum in grades K-5.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Parental involvement is a very strong component at P.S. 385. This school year there will be on-going communication with parents via progress reports, newsletters, meetings and conferences. Personnel involved in these on-going activities will be teachers, administrators

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Parental involvement is a very strong component at P.S. 385. This school year there will be on-going communication with parents via progress reports, newsletters, meetings and conferences. Personnel involved in these on-going activities will be teachers, administrators school-based support team members and ESL teachers. Our parent coordinator will also provide our ELL parents with on-going support on resources available to them from our Community Based Organizations (CBOs) and provide trainings and workshops throughout the school year on various topics. Translated versions of materials will also be readily available to our ELL parents. In addition to this the school has hired a bilingual social worker, bilingual psychologist to assist families who may be in crisis. This year we will also be sending a survey to the families during the 2nd marking period (January) where we will ask them to evaluate their child's progress thus far and provide us feedback.

Parent involvement will be an integral part to plan for 2011-2012 school year. The Parent Coordinator will work closely with the principal and Parent Teacher Association. To address the academic needs of our students. Parents are notified about upcoming workshops by letters sent home. The parents of ELL students will attend a variety of workshops throughout the year. The ELL student parent orientation was offered on October 7, 2011 to introduce the parents to different programs available to ELL students. The ELL supervisor, Mr. Feliciano, and the ESL teachers, Ms. Kalika and Ms. Mascunana, conducted this workshop. The workshop was offered in the parents' native language to ensure their full participation and understanding provided at the workshop. In addition, on October 26, 2011, parents participated in the workshop to familiarize them with Common Core Learning Standards conducted by the school administrators. It provided the parents with a powerful opportunity to learn how Common Core Learning Standards relate to students' everyday learning and academic success. Parent Teacher Association will meet with the principal on a regular basis to develop specific workshops to address students' social, emotional and academic needs in order to help them achieve their full potential. The Parent Coordinator is also responsible for ordering any necessary translation and interpretation services.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	15	12	8	6	12	9	0	0	0	0	0	0	0	62
Intermediate(I)	5	8	4	3	9	11	0	0	0	0	0	0	0	40
Advanced (A)	11	5	4	5	10	11	0	0	0	0	0	0	0	46
Total	31	25	16	14	31	31	0	0	0	0	0	0	0	148

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	3	1	0	1	3	0	0	0	0	0	0	0
	I	0	2	2	1	4	6	0	0	0	0	0	0	0

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A	0	11	9	6	15	10	0	0	0	0	0	0	0
	P	0	6	2	6	8	9	0	0	0	0	0	0	0
READING/ WRITING	B	0	8	6	5	9	7	0	0	0	0	0	0	0
	I	0	8	3	3	9	11	0	0	0	0	0	0	0
	A	0	6	3	5	9	9	0	0	0	0	0	0	0
	P	0	0	2	0	1	1	0	0	0	0	0	0	0

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	18	8	1	0	27
5	13	10	1	0	24
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	0
4	19	0	8	0	2	0	0	0	29
5	13	0	14	0	1	0	0	0	28
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	13	0	11	0	15	0	3	0	42
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math 0	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other <u>N/A</u>	0	0	0	0
Other <u>N/A</u>	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang 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)	3	14	13	2	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

B. 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., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

In analyzing the NYSESLAT data we looked beyond the LAP worksheet provided to us. Instead of just analyzing the NYSESLAT data for the past spring we began to look at trends across the grades from the past four years. Our initial findings have been very interesting. We have found several students scoring at a beginning level in kindergarten, reaching an intermediate level in 1st grade then falling back down to a beginning level in the 2nd grade. In some other cases we have found some students remain at a beginning level for three consistent years. In other cases we have found students in need of academic intervention for the writing or reading portion of the

Additional Information

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

N/A

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL 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
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: **07X385** School Name: **385**

Cluster: **109** Network: **CFN**

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

We rely on a variety of data in order to assess our schools' written and oral interpretation needs. First and foremost the staff's personal interactions with the students and families provides us with valuable cultural and linguistic information necessary to ensure that they receive appropriate and timely information in a language they can understand. Secondly, we rely on the information we receive from such forms given out during registration such as Home Language Identification Survey. Thirdly, we also run the Home Language Aggregation Report on ATS several times a year in order to keep track of the different languages spoken by the families at our school. Again, the purpose of these measures is to provide our families with appropriate and timely information in languages they can understand.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

According to our most recent Home Language Aggregation Report from ATS, we have ten (10) different languages represented at our school (See Table the first column is the language spoken at home followed by the # of families at our school who speak that language). These summaries have been reported to our school community via our latest Comprehensive Education Plan for the 2011-2012 school year.

Afrikaans	3	Soninke	15
Arabic	4	Spanish	202
Bengali	4	Twi	3
English	360	Mandingo	8

Ga 1 Hausa 1

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

We have just ended our third (3rd) month of school and the school's Executive Principal and her team have written 23 Parent Letters in English which 306 families speak according to the Home Language Aggregation Report and they have all been translated into Spanish which is the 2nd most prevalent language spoken in the students' homes according to the report. Another example of written translation services provided at the school have been our students' report cards being made available to parents in both English and Spanish.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Two examples of oral interpretation services we provided at our school were to our newly registered ELL families whom we gave the opportunity to participate in the ELL parent orientation video session where they listened to the ELL programs available to them at our school in a number of languages such as; Spanish, Arabic and Bengali. Our families have also been invited to participate in five (5) parent workshops thus far where the Executive Principal, Parent Coordinator and Invited Guest Speakers have provided our parents with oral presentations on a variety of topics in both English and Spanish.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

According to Section VII of Chancellor's Regulations A-663 every school is to provide interpretation services to each parent whose primary language is a covered language (meaning one of nine most common primary languages other than English as identified by the DOE) and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities. This document includes their rights regarding translation and interpretation services. Our school has provided this document to all our families in all the languages listed in the table above during the month of Parent-Teacher Conferences.

Our Parent Coordinator's Office and PTA office is immediately to the left upon entry to our school. On their bulletin board you will find posted notification in the school's most prominent covered languages indicating to parents the availability of interpretation services.

We have ensured that our school's safety plan contains procedures for ensuring that parents in need of language access services in order to reach the school's administrative offices can do so during an emergency.

Since we do not have more than 10% of the children at our school who speak a primary language that is neither English nor a covered DOE language, Section D from Section VII of Chancellor's Regulations A-663 does not apply to us at this time.