



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE SCHOOL FOR ENVIRONMENTAL CITIZENSHIP

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10x386

PRINCIPAL: ANGELYN DONALD EMAIL: ADONALD2@SCHOOLS.NYC.GOV

SUPERINTENDENT: SONIA MENENDEZ

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
Angelyn Donald	*Principal or Designee	
Bessie Chance	*UFT Chapter Leader or Designee	
Rusheeda Howard	*PA/PTA President or Designated Co-President	
	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	
Rebecca Rivera	Member/teacher	
Erin Saunders	Member/teacher	
LeeAnn Cadiz	Member/teacher	
Markee Fullwood	Member/parent	
Dolores Estevez	Member/parent	
Liana Salazar	Member/parent	
	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.

To increase the percentage of students in grades K-5 reading at or above grade level from 49% to 53% by June of 2012 as measured by the Fountas & Pinnell Benchmark Assessment System administered quarterly.

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.

All students were given Fountas & Pinnell baseline assessments as of September 2011. According to the results, only 49% of students were performing at or above grade level.

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:**

Strategies/activities that encompass the needs of identified student subgroups

We currently have three literacy AIS providers who service our students in need. One provider services Grades K-2, while the other two providers service Grades 3-5. The provider of the K-2 classes is implementing the Fountas & Pinnell Leveled Literacy Intervention System to rapidly increase the reading levels of students reading far below grade level. The providers for the upper grades use the Academic Workout program to provide intensive support and test readiness skills to our 3-5 students who display a need for intervention. All providers also analyze the data from Acuity and pull strategy lessons to teach and work with students as well. We are currently looking at the Read 180 Program and/or Imagine Learning Program to support our ELL and Self-Contained populations. The Teacher's College Reading and Writing Program is being implemented on every grade. The school is also part of the Talent Management Pilot Program. This Performance Task component of this program measures teacher instruction to student learning. The 4th and 5th grade classes will receive the Kaplan Program, which is embedded in their schedules as Test Prep.

Staff and other resources used to implement these strategies/activities,

Staff receives on-going professional development through the Teacher's College Reading and Writing Coaches as well as support from the literacy coach and administrators. Leveled libraries in every classroom are aligned to and matched with the Teacher's College Units of Study. Teachers also receive professional development through the Talent Management Pilot, as well as short frequent observations by school administrators to assess teacher's professional skills and knowledge aligned to the Charlotte Danielson frameworks.

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

Teachers are currently administering the Talent Management Pilot Performance Task as well as the Acuity Predictive Tests. Teachers receive results right away and plan lessons during their weekly common planning time to address deficient strands and areas class wide and small group. Teachers also discuss other approaches and additional supports with the literacy coach and school administrators who are also in attendance at these meetings. The Talent Management Pilot rubric measure's aids teacher's in understanding their contribution and effectiveness to student learning through a group measure.

Timeline for implementation

- Performance Task Assessments administered 3x/year.
- Acuity Predictive Assessments administered 3x/year
- Teachers meet once a week in common planning to look at and discuss student work.

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.**
- Our parent coordinator and technology teacher are presenting a series of workshops titled, "Navigating the ARIS Parent Link."
- Parents will have the ability in the future to access student progress information and communicate with teachers on the school website.
- Parents will be invited to come in and read to classes during their literacy periods, which is an initiative to the Parents as Reading Partners Program.
- Parents will be recognized during specific events for their role in the reading life of their child.

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.**
- Teachers are involved in new pilot programs this year such as the Talent Management Pilot Program, and The Teacher's College Reading and Writing Program.
- Teachers are now inputting data in a new Reader Tracker Pilot Program through the NYC Board of Education.
- Teachers are observed formally/informally using the competencies from the Charlotte Danielson Frameworks.
- The TCRWP curriculum is aligned to the Common Core Standards.
- Teachers meet once a week with a focus in mind such as: sharing best practices, common lessons, student work, data, evidence, and next steps.
- Teachers receive professional development support provided by professional staff developers and network personnel.

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.**
- Saturday Reading & Writing ELL Academy
- Good Shepherd Afterschool Program
- Afterschool Reading & Math Program
- Boys Scouts
- Girl Scouts
- Mentoring Program provided by the Guidance Counselor
- Workshops and support provided by the Parent Coordinator

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.**

School staff that will be used to achieve the goal are as follows:

- Classroom teachers
- AIS Providers/Coaches
- Parent Coordinator

Sources that will be used to implement these goals

- Title I School Wide Projects
- Title III LEP-After school
- TL Parent Coordinator
- TL Fair Student Funding
- Contract for Excellence

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.**

Student proficiency in Mathematics school wide will increase from 38% at the end of the 2010-2011 to 43% for students in grades K-5 by the end of 2011-2012.

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.

As measured by the June 2011 NYS Math Exam, only 38% of our students in grades 3-4 were performing above Tiers III & IV.

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.

All three AIS providers service our students in Math. The lower school provider uses Math Options to rapidly increase the performance levels of Kindergarten through 3rd grade students far below grade level. The other two providers use the Math Connects re-teach book to increase the performance levels of our 4th and 5th grades. Teachers also use the Math Connects assessments, practice books, lessons on CD, and on-line support. Teachers meet during scheduled common planning times to look at student work in math as well as the data from math assessments results. Students will also receive additional math support through the Math Connects interactive technology software curriculum, and they will keep reflective math journals and portfolios to help increase their problem solving abilities.

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.
- Provide parents with information about the new Math Connects curriculum and its alignment to the standards during parent-teacher meetings, workshops, and conferences to help increase their child's achievement level.

- Provide information and workshops to parents about the Citywide Instructional Expectation for math.
- Host “math related” events/celebrations in the school.
- Provide opportunities for parents to learn about math and how to assist their children in learning about math through a series of workshops
- Using the school’s website as a way for parents to learn about math and their child’s progress in math

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.
- Teachers receive on-going support through professional development workshops
- Teachers work alongside the AIS teachers/coaches looking at student work
- Teachers analyze data and trends based on end of the unit assessments
- Teachers upload math data information into ARIS
- Teacher growth is supported through frequent observations and feedback per the Charlotte Danielson Frameworks/Talent Management Pilot

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.
- After school Math Program
- Math AIS Services for those students who are far below in math
- At-risk services for those students who are having problems in specific areas of math
- Math Honors Club-keeps those high functioning students engaged and motivated
- Outreach by teachers and staff when there is a “trend” of students that are not moving.
- Discussion of math as part of the weekly common planning meetings

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.

School staff that will be used to achieve the goal are as follows:

- Classroom teachers
- AIS Providers/Coaches
- Parent Coordinator

Sources that will be used to implement these goals

- Title I School Wide Projects
- Title III LEP-After school
- TL Parent Coordinator
- TL Fair Student Funding
- Contract for Excellence

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.
To decrease the number of school-wide occurrence from 25% at the end of the 2010-2011 school year to 20% at the end of the 2011-2012 school year.

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.
According to the 2010-2011 school year goal, the school met it's percentage of school wide occurrences. While student occurrences are decreasing, there is a 6% upsurge in students that are reported being bullied by other students.

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.

In an effort to improve student behaviors and safety, the school has instituted a PBIS program. Students will earn "points" for good behavior, and at the end of every week, they will be given the opportunity to "buy" items with their tickets. This will be done in conjunction with the schools current Student Character of the Month award as part of the character education component. Students will also serve as peer mediators in the upper grades (3-5), and student role models in the lower grades (Pre-K-2). Referral forms will be filled out by teachers describing their intervention with students if they fill these students require a further evaluation. All staff members are role models that work with students. The school will participate in Respect for All Week with an Anti-Bullying campaign, as well as members of the community that will come in and speak with our students about behaving well and respecting others. Students in high need of intervention will be placed on a weekly "success" sheet and progress report. Students will be recognized for their efforts at a monthly assembly program.

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.
- Parents are encouraged to work with the school in implementing positive behavior in their child.
- Each parents received the Citywide Standards of Intervention and Discipline Measures
- Parents are invited to attend our awards assemblies and other outreach disciplinary programs
- Parents are given information and support for services for their child
- The parent and the school establish open lines of communication to best service students

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.

Teachers implement behavioral programs and awards systems within their classrooms.

Teachers maintain progress reports and have established a relationship with parents.

Teachers track student growth through monitoring of student behavior.

Teachers level the learning of students so that students are comfortable with learning in the classroom

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.

Student mentoring through the Guidance Counselor

Parent/student outreach through the parent coordinator

Behavior Intervention reward program initiated at the school level

Outreach to community organizations to assist families and students

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.

School staff that will be used to achieve the goal are as follows:

- Classroom teachers
- AIS Providers/Coaches
- Parent Coordinator

Sources that will be used to implement these goals

- Title I School Wide Projects
- Title III LEP-After school
- TL Parent Coordinator
- TL Fair Student Funding
- Contract for Excellence

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.

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.

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.

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.

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.

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.

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.

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

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

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.

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.

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.

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.

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.

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.

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	10	12	N/A	N/A	1	0	0	0
1	11	16	N/A	N/A	1	0	0	0
2	12	13	N/A	N/A	1	0	0	0
3	10	12	N/A	N/A	1	0	0	0
4	17	15	0	0	3	0	0	0
5	23	24	0	0	6	0	0	0
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	We just added a lower grade Literacy AIS provider whose job will be to conduct intensive small-group lessons in a pull-out model using Fountas & Pinnell Leveled Literacy Intervention program. Students will be seen daily during a ten week cycle during which time they will be monitored and assessed on their progress. The upper grade Literacy AIS providers will conduct small group lesson using Academic Workout to provide intensive support to struggling 3 rd , 4 th , and 5 th graders. There will be an after-school program to continue supporting students beginning in January of 2012 as well as an ELL Saturday Academy. We are currently looking at Foundations and Imagine Learning to also support our students.
Mathematics	All AIS providers also support students in math through small-group lessons in a pull-out model. The lower school AIS provider will use Math Options, while the two upper school AIS providers will use the Math Connects re-teach book. There will be an afterschool program for students who need extra support, and an ELL Academy on Saturday's beginning in January of 2012.
Science	Per the assigned program, the cluster science teacher provides AIS 3x/week to struggling 4 th grade students to support and prepare them for the NYS 4 th grade Science exam.
Social Studies	N/A
At-risk Services provided by the Guidance Counselor	The School Guidance Counselor meets with at-risk students on an individual basis during the regular school day. Counseling services include but are not limited to individual sessions with students facing academic difficulty and emotional distress which may have an impact on their learning. The work with the students is based on Cognitive Behavioral Therapy and Family systems, two theories that incorporate skills for working within the child's network of self and home-school community. Examples of strategies discussed with the students consist of anger management, breathing/counting techniques, locating a person/adult to speak with and also considering consequences and alternative behaviors.

At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	N/A
At-risk Health-related Services	N/A

**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.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, P.S. 386, (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. P.S. 386'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. P.S. 386 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;

P.S. 386'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 P.S. 386's 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, P.S. 386 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the 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 to serve as a liaison between the school and families. The Parent Coordinator 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;

P.S. 386 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 2011-2012

P.S. 386, 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. P.S. 386 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.

**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 Jose Ruiz/Petrina Palazzo	District 10	Borough Bronx	School Number 386
School Name School for Environmental Citizenship			

B. Language Allocation Policy Team Composition [?](#)

Principal Angelyn Donald	Assistant Principal Maria Penaherrera
Coach	Coach
ESL Teacher Regina Rodriguez	Guidance Counselor Sajoya Walker
Teacher/Subject Area Ahmed Salama/ESL	Parent
Teacher/Subject Area	Parent Coordinator Maria Amaya
Related Service Provider	Other Lynnann Fox/AP
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	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	0	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	502	Total Number of ELLs	119	ELLs as share of total student population (%)	23.71%
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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. 

1a, b- Enrollment and Initial Identification - Upon enrollment, parents are given the Home Language Identification Survey to fill out with our ESL providers, Mr. Salama and Ms. Rodriguez. In order to accommodate parents in native language support during the intake process, parents are accompanied by a bilingual pedagogue throughout each step of the process in order to obtain accurate information on the HLIS as parents complete this form. Mr. Salama conducts informal oral interviews in English. Ms. Rodriguez conducts informal oral interviews in English and Spanish. Based on the HLIS and the informal interview, Mr. Salama and Ms. Rodriguez determine a student's eligibility for LAB-R testing. If a student is eligible for testing, then the LAB-R test is administered by Mr. Salama or Ms. Rodriguez in English. This assessment is used to determine the student's status as an English Language Learner and their eligibility to receive services. If a student doesn't pass the LAB-R, they are given the Spanish LAB if their HLIS indicates Spanish. Ms. Rodriguez administers the Spanish LAB.

1c-NYSESLAT eligibility is determined by using data collected from ATS reports such as the RLAT and RNMR. We administer the NYSESLAT during the New York State testing schedule. Students are given the Speaking portion individually by Mr. Salama or Ms. Rodriguez. Then students are given the Listening, Reading, and Writing sections on different days during the testing schedule. Students are prepared for the NYSESLAT using materials that focus on the different sections of the assessment.

2- PS 386 ensures that all parents of English Language Learners understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL). After parents fill out the HLIS, the ESL teachers determine a student's eligibility for ELL services. Within 10 days of enrollment, parents are notified of their child's ELL status. If a student is eligible for ELL services, the parents receive an entitlement letter letting them know of their child's eligibility. Then they are invited to attend an ELL Parent Orientation. Our school uses an intake log to monitor outreach interactions with parents. The school is able to trace back parent's original program selections from the BESIS history.

During Parent Orientation sessions, the ESL teachers, Mr. A. Salama and Ms. R. Rodriguez confer with parents both collectively and individually to discuss the different ELL instructional programs offered in New York City. The Parent Orientation sessions are offered in the parents' preferred language. Research presented during Parent Orientation sessions include the following: a) According to CR Part 154 and the Center for Research on Education, Diversity, Excellence (CREDE) in 2006, native language literacy boosts reading achievement in the target language b) Research shows that strong Native Language Arts (NLA) accelerates literacy gains in both native language and English. It is critical that research presented to parents via an orientation video and parent brochures during these orientation meetings afford parents options in making informed decisions about their child's instructional program, one that best suits their child's need. Oral interpretations and translated materials are used as needed. Parent Surveys and Program Selection forms are completed during the orientation to ensure their accuracy. Once all program selection forms have been returned, they are sorted by program selection. Parents are informed that bilingual classes are established at the school when 15 requests across two grades spans are reached. At this point in time, families at PS 386 are requesting an ESL program. As mentioned previously, the school maintains a record of the parents' selections and if the minimum is reached, parents will be informed of the possibility of the creation of a bilingual

class.

3. A ELL Documentation binder is kept by the ESL providers which includes copies of the following documentation: Home Language Identification Survey, Entitlement Letters, Non-Entitlement Letters, Parent Survey and Selection Forms, Placement Letters, Continued Entitlement Letters, and Non-Entitlement/Transition Letters. The ESL providers send original entitlement letters in English and Spanish by mail. During the ELL Parent Orientation, the ESL providers give parents the Parent Surveys and Program Selection forms after the orientation video is shown. The forms are filled in by the parents and collected the same day to ensure all forms are filled out completely. All letters are sent to families within ten days of registration for new admits, or within ten days of the start of school for continued entitlement, non-entitlement/transition letters. Copies of all letters sent to families are maintained in an ELL Compliance binder.

4. During the ELL parent orientation, Mr. Salama and Ms. Rodriguez consult with parents about the different programs offered. Parents are informed of the requirements of CR Part 154 and that if there are not enough students to form a Bilingual or Dual Language program, they will have the option of transferring their child to another school within District 10 that offers these programs. Parents are also informed that if they choose not to transfer their child, the student will receive ESL instruction at our school.

Once all program selection forms have been returned, they are sorted by program selection. Currently, we offer a Freestanding ESL program. Parents receive a placement letter in English and Spanish by mail informing them of the program their child has been placed in. A copy of every placement letter is kept in our ELL Documentation binder.

Students who did not pass the NYSESLAT in the Spring will continue to receive ESL services. The parents are sent a continued entitlement letter in English and Spanish informing them of their's child's continued entitlement to receive ESL services.

5, 6. Our program model is aligned with parent requests as the majority of our parents request free-standing ESL instruction for their children. We have not reached the requirement of 15 parent choices across two contiguous grades to open up any Dual Language classes or Transitional Bilingual classes. This year, 60% of parents selected Freestanding ESL program, 24% chose the Transitional Bilingual program, and 16% chose the Dual Language program. We keep an ELL Intake and Parent Communications log to track parent choices.

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):
Dual language program	Yes ●	No *	If yes, indicate language(s):

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														0

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	119	Newcomers (ELLs receiving service 0-3 years)	106	Special Education	18
SIFE	1	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	3

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. ①

	ELLs by Subgroups									Total
	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	
TBE										0
Dual Language										0
ESL	106	1	16	10	0	2	3	0	0	119
Total	106	1	16	10	0	2	3	0	0	119

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0

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
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																					
K-8																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	EL	EP																			
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			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	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0										

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

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	27	27	18	17	13	11								113

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
Chinese		1												1
Russian														0
Bengali					1									1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	3		1											4
TOTAL	30	28	19	17	14	11	0	119						

Part IV: ELL Programming

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?

1, 2. Our English Language Learners receive pull-out services. ELLs receive hours of instruction according to their proficiency levels based on the LAB-R and the NYSESLAT. Students are placed in cooperative learning groups in both homogeneous and heterogeneous groupings depending on the need. Our ESL teachers pull out students in order for them to receive their mandated number of instructional minutes.

3. Content area instruction is driven by student data collected by various assessment tools. The ESL program at our school is content-

A. Programming and Scheduling Information

based. ELL students receive ESL instruction outside their classes (pull-out model) through content in small groups. Classroom teachers and ESL teachers plan their instruction cooperatively with emphasis on students' linguistics and cognitive needs. As an intrinsic part of ELL instruction, context plays a vital role in making content comprehensible for English Language Learners. Through cooperative planning, student data, carefully selected materials, and age and level appropriate texts, student learning is geared toward meaningful activities that connect their learning to real life. Students use graphic organizers to facilitate and organize their understanding of newly acquired vocabulary and concepts.

Currently our ESL teachers use different programs for content area instruction. The Fountas and Pinnell Leveled Literacy Intervention program is used for Reading. Macmillan/McGraw-Hill's Math Connects is used for Math which has a component for ELLs. The Teachers College Writing Program is used for Writing. Native language materials for the languages represented in PS 386 are available within classroom libraries and in the ESL classroom. Native Language materials continue to be added as funds become available.

4. All newcomer students whose native language is Spanish are given the Spanish LAB to test the level of proficiency in Spanish. In addition, students are asked to read stories in Spanish that are at different grade levels to test comprehension.

5a. Currently we have one student who meets the SIFE criteria. She will be pulled out for at least an hour every day with the ESL teacher. In addition, she will receive AIS support daily. This student will get individualized attention by the teacher in the classroom via conferencing and guided reading. She will be provided with opportunities to participate in after-school and Saturday programs.

5b. Newcomers are provided services according to CR Part 154. Beginner and Intermediate students receive pull-out services for a total of 360 minutes per week. Advanced students receive pull-out services for a total of 180 minutes per week with an instructional focus on writing. They receive content-based instruction according to both their grade and proficiency levels. ESL instruction is closely aligned with their ELA instruction. All ELLs take ELA assessment simulations and participate in a school-wide plan to develop their test-taking skills as well as their stamina. For newcomers, vocabulary development is essential. Vocabulary instruction focuses on terms closely associated with ELA standards and objectives. It also focuses on the students' immediate everyday needs for communication. Students use personal journals to develop their writing skills. The journal topics are carefully selected to provide students with ample opportunities to write about meaningful experiences.

5c. English Language Learners who have been receiving services for 4 to 6 years are grouped according to their proficiency levels. They receive instruction in specific areas to meet their specific areas to meet their specific linguistic and cognitive needs. In cooperation with classroom teachers, ESL instruction is geared toward students' individual needs. Periodic assessment of students' mastery of the language is a key component in driving the instruction of students who have been receiving services for 4 to 6 years. Reinforcement of previously taught vocabulary and concepts in small groups helps ELLs retain information. Students are encouraged to use graphic organizers and word walls to focus on vocabulary closely connected to content areas.

5d. This year we have three students who are long-term ELLs. They will receive extended support in ELA, Math, and Writing. They will be invited to participate in our after school and Saturday ESL program.

6. In cooperation with the classroom teacher, all English Language Learners-Students with Disabilities receive content based instruction. They receive their mandated number of instructional ESL minutes per week based on their proficiency level. Students receive instruction in Math and ELA by a certified ESL teacher who's been trained in the SIOP model for sheltered instruction for English Language Learners. The focus in the pull-out sessions is to develop student's content area vocabulary as well as more individualized practice on content concepts. Using a variety of manipulatives, books, visual aids, and audio/video aids, the ESL provider helps make content comprehensible for learners. In addition, classroom teachers and ESL providers will be using Math Connects (our new Math program) which has an ELL and SWD component. To help improve reading and writing for all students including ELLs and SWDs, our school is participating in the Teachers College Reading and Writing Program. The ESL teachers also use the Fountas and Pinnell Leveled Literacy Intervention program for those ELL-SWDs who are reading below grade level. Attendance records are kept for services provided to ELLs-SWDs and entered into the proper systems for the capture of this information.

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%	Page 26
75%	
50%	
25%	

A. Programming and Scheduling Information

Students are put in small instructional groups according to their proficiency levels. Scheduling takes place through consorted cooperation between classroom teachers and service providers to avoid scheduling conflicts. ELL-SWDs receive instruction within the classroom.

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?

8. Literacy support through the Fountas and Pinnell Leveled Literacy Intervention System (LLIS) is our primary resource to initially assess our new ELL students in Kindergarten and Grade 1. LLIS is also used to target ELL students in Grades 2-5 who are reading at two or more years below grade level. Students receive Math support through the Macmillan/McGraw Hill program Math Connects. Students who perform at the lowest levels receive AIS support by Ms. Gold-Specialized AIS Provider.

9. To support ELLs who have reached proficiency levels, the students continue to be placed in classrooms with current ELLs to provide them with extra sheltered and scaffolded instruction. We will incorporate an after-school program for ELLs in addition to continuing the Saturday Academy. Academic support by our Instructional Support teachers is also given to all students who received a Level 1 or Level 2 on the ELA and Math exam, including ELL's, and our ELL students continue to receive testing modifications for two years after testing out.

10., 12b., 13a. All ELLs are in mainstream classrooms which allow them to participate fully in all school activities and programs. Both ELLs and non-ELLs are encouraged to participate in after-school programming, in addition to receiving academic support during the school day. Classes display an array of instructional materials and artifacts that support scaffolding, including text-rich displays, charts, visuals, and word walls. In addition, classes have bilingual books and books in Spanish to provide language support. Technology is offered to all students once or twice a week by the technology teacher. In addition, students needing english language support will be attending the ELL Saturday Academy which will be using an interactive ESL program called "Imagine Learning", which has a native language support mechanism. This is a self-paced program which creates a non-threatening environment for ELLs. Spanish is the dominant language of our ELLs. Students receive support in Spanish when required by Ms. Rodriguez, one of our ESL teachers. Native language literature is included in classroom libraries and in the ESL classroom. Native language materials continue to be added as classroom resources as funding becomes available.

11. Our school does not intend to discontinue any services for our ELL students. All services and resources are age and grade appropriate. Because our school has been closed for construction every summer, it's been difficult to engage families and students prior to the start of the school year.

13b. Materials used to provide instructional support in the content areas include, but not limited to the following artifacts/ and or programs: 1) Math Connects manipulatives and teacher differentiation guides. 2) Content specific word walls 3) Science Lab -the use of inquiry-based materials for investigation .4) Native language glossaries.

14-17. No revisions necessary.

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. Instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

- 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.

1. Our ESL teachers attend workshops focused on ELL instruction outside of the school throughout the year offered by the Office of English language learners and other providers. This also includes offerings from the CFN 606 Professional Development Series. These teachers serve as capacity builders within the school and are required to turnkey information from these workshops during Faculty Conferences, Chancellor’s Conference Days, and during our in-house Professional Development Workshop Series which includes opportunities for assistant principals, common branches teachers, paraprofessionals, and school aides. Professional Development on best practices for English Language Learners is also embedded in our grade team meetings. Our school secretary has attended EPIC training and shared information from the training to the Parent Coordinator. Network 606 offers an ELL Leadership and Learning three session series on 11/1/11, 12/6/11 and 1/10/12 which includes topics having to do with ELL compliance and research based instructional best practices to accelerate the acquisition of English for students. School based professional development takes place at monthly school-wide meetings and during city-wide professional development days in November and June. Grade level conferences provide opportunities to discuss instructional practices for our subgroups that include ELLs as well as time to look at student work to develop lessons.

2. Ms. Walker our Guidance Counselor and Ms. Amaya ,Parent Coordinator will be conducting several Middle School Application Support Parent Workshops , one in the fall, that recently took place. The rationale is to provide guidance to our parents through the middle school process. This is PS 386's first year with Grade 5. Workshops will be offered in English and Spanish for our parents and students.

3. Staff will receive the mandated 7.5 hours of ELL training through professional development provided on Chancellor’s Conference days and in grade-team meetings. Agendas and minutes will be maintained. Our school is planning training for late spring.

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?

1-The overall goal of our Parent Association is to strengthen community ties that will encourage and develop programs to solidify an increase in parental involvement . Our school understands that there is a clear correlation between effective parental involvement and student achievement, and we strongly support the development of Learning Leaders in our school. Currently, we have several parents who are certified as Learning Leaders. These parents assist in the school library and cafeteria and participate in instructional learning walks with our teachers. During the fall, we have had several parent workshops which include: 1) ARIS Parent Training 2) Middle School Application Assistance 3) Grade 3- Child Abuse Workshop 4) Family Fun Night. Many other workshops are scheduled for the springtime.

2-Our school has an established partnership with the Good Shepard organization . Currently, our school is in the process of establishing additional collaborations and partnerships with several CBO's within our community to provide workshops and services for our ELL parents.

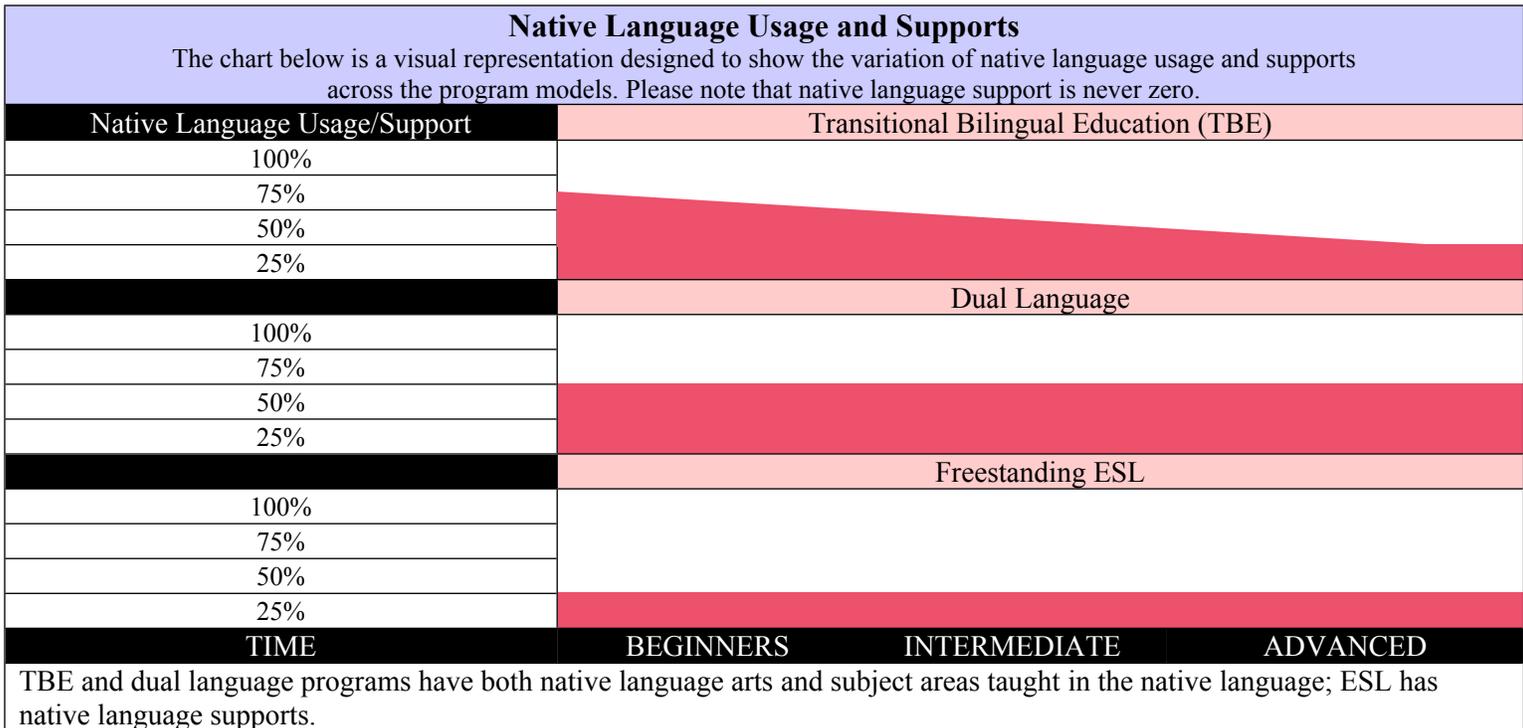
3-One way our school intends to foster a caring and effective home-school partnership is by establishing a parent resource center where all parents will have the opportunity to attend workshops and have access to available school and community resources . The Learning Environment Survey also provides useful information on parental needs. The Parent Association provides a forum for parents to share their needs during their monthly meetings and bring concerns of parents to the School Leadership Team to be addressed. Our Parent Coordinator also has frequent interactions with parents which enables her to assess their needs as well. Based on these conversations, as well as teacher input, future community activities and workshops are created.

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



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?

8. Literacy support through the Fountas and Pinnell Leveled Literacy Intervention System (LLIS) is our primary resource to initially assess our new ELL students in Kindergarten and Grade 1. LLIS is also used to target ELL students in Grades 2-5 who are reading at two or more years below grade level. Students receive Math support through the Macmillan/McGraw Hill program Math Connects. Students who

B. Programming and Scheduling Information--Continued

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9. To support ELLs who have reached proficiency levels, the students continue to be placed in classrooms with current ELLs to provide them with extra sheltered and scaffolded instruction. We will incorporate an after-school program for ELLs in addition to continuing the Saturday Academy. Academic support by our Instructional Support teachers is also given to all students who received a Level 1 or Level 2 on the ELA and Math exam, including ELL's, and our ELL students continue to receive testing modifications for two years after testing out.

10., 12b., 13a. All ELLs are in mainstream classrooms which allow them to participate fully in all school activities and programs. Both ELLs and non-ELLs are encouraged to participate in after-school programming, in addition to receiving academic support during the school day. Classes display an array of instructional materials and artifacts that support scaffolding, including text-rich displays, charts, visuals, and word walls. In addition, classes have bilingual books and books in Spanish to provide language support. Technology is offered to all students once or twice a week by the technology teacher. In addition, students needing English language support will be attending the ELL Saturday Academy which will be using an interactive ESL program called "Imagine Learning", which has a native language support mechanism. This is a self-paced program which creates a non-threatening environment for ELLs. Spanish is the dominant language of our ELLs. Students receive support in Spanish when required by Ms. Rodriguez, one of our ESL teachers. Native language literature is included in classroom libraries and in the ESL classroom. Native language materials continue to be added as classroom resources as funding becomes available.

11. Our school does not intend to discontinue any services for our ELL students. All services and resources are age and grade appropriate. Because our school has been closed for construction every summer, it's been difficult to engage families and students prior to the start of the school year.

13b. Materials used to provide instructional support in the content areas include, but not limited to the following artifacts/ and or programs: 1) Math Connects manipulatives and teacher differentiation guides. 2) Content specific word walls 3) Science Lab -the use of inquiry-based materials for investigation 4) Native language glossaries.

14-17. No revisions necessary.

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 (simultaneous)?

Not applicable

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.)
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6. Describe how you evaluate the success of your programs for ELLs.

1, 4b-4c-The Fountas and Pinnell Assessment System is used to assess the early literacy skills of all students. According to our school data , many of our ELLs are reading significantly below grade level. As teacher teams meet and refine their practices , the analyzing of the data and instructional plan will not only include the ELL subgroup, but all subgroups to align to the mission of our school which is to incorporate best practices for all our students.

2, 3-According to the ATS report- REXH, data patterns on the LAB-R reveal that 65% of the new admits score at the beginning level across all grades. In analyzing our NYSESLAT results , the majority of students demonstrate higher proficiency levels in Listening and Speaking than Reading and Writing. This serves as a focal point for ESL teachers and classroom teachers in providing an instructional framework for planning their lessons for small groups. According to the data provided by the NYSESLAT as well as other assessments, reading and writing is where students need the most assistance. For this reason, we are implementing the Teachers College Reading and Writing Program in order to improve reading and writing for all the students of our school. The success of our ELL program is based on the number of students who are able to demonstrate progress in English Language Acquisition. Every year, we look at how students progress individually and as a whole. We've noticed an increase in students testing out of ESL based on the NYSESLAT.

4a-Exam results of most of our beginner and intermediate ELLs show that our students fall within Levels 1 and Levels 2 on the NYS ELA exam . A mirroring of this pattern is evident when analyzing our NYS Math exam results . A very small percentage have scored within the Level 3 range.

5a-5c- Not applicable.

6. Judging by the data provided through ATS reports and periodic assessments , our school assessed that we needed to closely tailor our instruction to meet the needs of our diverse population. With this in mind, several new instructional initiatives are currently being implemented during this academic year.

Additional Information

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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)	8	7	7	5	2									29
Intermediate(I)	9	3	8	2	3									25
Advanced (A)	6	9	2	5	6									28
Total	23	19	17	12	11	0	0	0	0	0	0	0	0	82

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	0	3	0								
	I	4	3	1	1	2								
	A	12	11	13	6	7								
	P	7	4	3	2	2								
READING/ WRITING	B	7	6	7	5	2								
	I	9	2	8	2	3								
	A	6	8	2	5	6								
	P	1	2	0	0	0								

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	2	0	0	8
4	2	7	0	0	9
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4	2	4	2	0	0	0	0	12
4	1	2	4	1	3	0	0	0	11
5									0
6									0
7									0
8									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	1	5	1	3	1	0	0	11
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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)									

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
Chinese Reading Test								

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.

1, 4b-4c-The Fountas and Pinnell Assessment System is used to assess the early literacy skills of all students. According to our school data , many of our ELLs are reading significantly below grade level. As teacher teams meet and refine their practices , the analyzing of the data and instructional plan will not only include the ELL subgroup, but all subgroups to align to the mission of our school which is to incorporate best practices for all our students.

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5a-5c- Not applicable.

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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.

Part VI: LAP Assurances

School Name: <u>School for Environmen</u>		School DBN: <u>10X386</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **10X386** School Name: **School for Environmental Citizenshi**

Cluster: **06** Network: **606**

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.

An intake interview was conducted with each family during student registration at the beginning of the school year. This interview consisted of a needs assessment to determine how best to serve the students and families of our community, and allowed us to gather information about the translation needs of our families. Our Parent Coordinator has also maintained communication with families of students already enrolled to ensure up-to-date information regarding translation needs.

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.

Through the intake interviews, we found that a great deal of our families require written translation and oral interpretation. The school community has been made aware of this through interactions with families and the monthly parent newsletter.

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.

The Parent Coordinator and School Secretary translate outgoing letters into Spanish, the dominant language of many of the families we serve. School faculty members also utilize the Department of Education's written translation services. The Parent Coordinator and Parent Association Co-President work to identify volunteers to translate necessary documents into other languages represented in our school, such as Chinese and various African dialects. Our Parent Coordinator also works one-on-one with teachers and families to translate individual homework assignments and behavior tracking sheets.

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.

The Parent Coordinator is available to translate during family meetings. During Parent-Teacher Conferences, the Parent Coordinator as well as other Spanish-speaking staff members are available to translate. As with the written translation services, our parent coordinator actively seeks out community members to provide oral interpretation services in languages other than 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>.

The Bill of Parent Rights and Responsibilities, which includes information regarding translation and interpretation services, will be distributed to families. In addition, signs notifying parents of translation services will be posted prominently in the main office.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: School For Environmental Citit	DBN: 10x386
Cluster Leader:	Network Leader:
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input checked="" type="radio"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The School for Environmental Citizenship is currently in its fourth year, having opened during the 2008-2009 school year. We currently serve grades Pre-Kindergarten through 5. We have a total of 502 children, 119 of whom are English Language Learners. Spanish is the predominant first language spoken by our English Language Learners. We provide ESL services to our students in all content areas using a pull-out model for all grades. Fifty-five of our English Language Learners are at the beginning proficiency rating level, twenty-five are at the intermediate proficiency rating level, and thirty-nine are at the advanced proficiency rating.

Our English Language Learners are grouped homogeneously in Kindergarten through Grade Five monolingual general education classes. Our English Language Learners are held to the same high standards and expectations as all other students in our school. All goals and strategies for our English Language Learners are aligned with the New York State ESL Standards, Common Core Learning Standards and best practices in education. Many of our English Language Learners are newcomers, and 18 of them also qualify for Special Education Services. All of our students receive daily instruction in English.

The majority of the Title III funding will be dedicated to the after-school/Saturday program, which will run for 12 weeks (3 hours per week, either 9:00 am-12:00 pm Saturday or 3:15-4:15 Tuesday-Thursday). Six teachers will be hired to teach small groups of approximately 15 students each (2 groups each on grades 1-3). The program will cover all aspects of the English Language Arts, but will focus particularly on reading and writing as students who took the NYSESLAT last year scored much lower in this area than listening and speaking. Teachers will begin with a read aloud and employ accountable talk strategies and then engage students in reading and writing activities to strengthen their skills. Although teachers will receive support in designing their own lessons based on the needs of their students, we will also utilize Getting Ready for the NYSESLAT and Beyond, a standards-based program that moves students through the skills required by the NYSESLAT. We plan to work with all ELL groups on achieving grade level goals through the Extended Day program. In addition, several of our English Language Learners receive additional AIS services.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: We actively seek professional development opportunities focused on best practices for English Language Learners for all of our teachers offered through such organizations as the Leadership Learning Support Organization and Bronx BETAC. Teachers who attend these workshops will turnkey information during our Professional Development Workshop Series. In addition, we will provide school-based professional development around the New York State ESL standards and differentiated instruction through regular support from our ESL Provider and Coordinator on strategies that can be integrated into daily instruction in order to support English Language Learners.

A series of workshops geared to support ESL strategies and the implementation of the SIOP Model have already begun in our school. Our certified ESL teachers will also attend a workshop series offered by the CFN 606, which will cover such areas as ELL compliance and accelerating academic language acquisition for ELLs across the content areas. All of these sessions are at no cost to Title III.

The push-in support model of the ESL teacher for the Title III program is another development opportunity for our teachers and gives the ESL teacher an opportunity to model best practices for ELLs.

Part D: Parental Engagement Activities

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

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

Begin description here:

The overall goal of our Parent Association is to strengthen community ties that will encourage and develop programs to solidify an increase in parental involvement. Our school understands that there is a clear correlation between effective parental involvement and student achievement, and we strongly support the development of Learning Leaders in our school. Currently, we have several parents who are certified as Learning Leaders. These parents assist in the school library and cafeteria and participate in instructional learning walks with our teachers.

One way our school intends to foster a caring and effective home-school partnership is by establishing a parent resource center where all parents will have the opportunity to attend workshops and have access to available school and community resources. The Learning Environment Survey also provides useful information on parental needs. The Parent Association provides a forum for parents to share

Part D: Parental Engagement Activities

their needs during their monthly meetings and bring concerns of parents to the School Leadership Team to be addressed. Our Parent Coordinator also has frequent interactions with parents which enables her to assess their needs as well. Based on these conversations, as well as teacher input, future community activities and workshops are created.

Part E: Budget

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

Allocation Amount: \$11548

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	\$7,507.00	Saturday Test Prep Program
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	\$1,153.00	Imagine Learning
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$1,153.00 \$17.33	Parent Involvement Kaplan Test Prep Program WR2086638 Getting Ready for the NYSELAT Kaplan Program WR2086638
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		