



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: ALAIN L. LOCKE MAGNET SCHOOL FOR ENVIRONMENTAL
STEWARDSHIP-PS 208

DBN (i.e. 01M001): 03M208

Principal: SUSAN M. GREEN

Principal Email: SGREEN8@SCHOOLS.NYC.GOV

Superintendent: ILENE ALTSCHUL

Network Leader: MARLENE WILKS

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Susan M. Green	*Principal or Designee	
James Mort	*UFT Chapter Leader or Designee	
Theresa Black	*PA/PTA President or Designated Co-President	
Milagros Figueroa	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Kip Brown	CBO Representative, if applicable	
Claudette Abney	Member/ Parent	
Renny Felipe, Parent,	Member/ Parent	
Jocelin Vasquez, Parent	Member/ Parent	
Shawntrice Saunders	Member/ Parent	
Tamera Musiwosky	Member/ Teacher	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
x	School Leadership Team Signature Page
x	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
x	1. A major recommendation with HEDI rating
x	2. Statement Of Practice (SOP) selected aligned to the goal
x	3. A goal aligned to the major recommendation
x	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
x	5. Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

School Information Sheet for 03M208

School Configuration (2013-14)					
Grade Configuration	03,04,05	Total Enrollment	164	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	10	# SETSS	N/A	# Integrated Collaborative Teaching	21
Types and Number of Special Classes (2013-14)					
# Visual Arts	3	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	81.0%	% Attendance Rate		92.2%	
% Free Lunch	94.5%	% Reduced Lunch		3.8%	
% Limited English Proficient	14.2%	% Students with Disabilities		28.4%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.5%	% Black or African American		60.7%	
% Hispanic or Latino	35.0%	% Asian or Native Hawaiian/Pacific Islander		1.6%	
% White	2.2%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	6.05	# of Assistant Principals		1	
# of Deans	N/A	# of Counselors/Social Workers		N/A	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		N/A	
% Teaching with Fewer Than 3 Years of Experience	16.7%	Average Teacher Absences		6.2	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	7.1%	Mathematics Performance at levels 3 & 4		6.4%	
Science Performance at levels 3 & 4 (4th Grade)	83.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP

Describe the strengths of your school's 12-13 SCEP.

As a result of our school improvement plans last year, we have made significant growth in the area of using a common framework to assess teacher effectiveness. One of our goals was to support all teachers to strengthen planning and preparation. We emphasized planning based on the diverse needs of our student body. Therefore, teachers engaged in a tremendous amount of Professional Development around planning for differentiation and included scaffolds or supports for students based on need. We started foundational work in supporting teacher teams' use of an inquiry approach to analyze student work. This inquiry work was intended to support teachers in identifying trends across the grade, and implementing strategies that would improve students' outcomes.

Additionally, we focused on strengthening instructional practices that support authentic and sustained student-to-student conversations. Our goal last year was to shift the balance of classroom talk away from teachers and towards students. We have made significant growth in this area, but still need to continue this course of study to ensure that these practices are evident across the vast majority of classes.

Finally, when looking at the social-emotional needs of our students, we saw a decrease in the number of suspensions. The PBIS program supported this in a very significant way. Students appreciated the recognition from various staff for positive behavior. Likewise, the Sports Leadership Academy curriculum supported students' use of team building strategies, coping skills and conflict resolution skills.

Describe the areas for improvement in your school's 12-13 SCEP.

Our primary area for improvement this year is the strengthening of the work of our teacher teams. While we built the foundation for teacher teams last year, we intend to utilize this structure more effectively to ensure that teachers are analyzing student work from common assessment more regularly in order to identify both strengths and challenges for their students. However, the most critical aspect of this work will be on the implementation of effective instructional strategies based on the students' identified needs.

We intend to strengthen these structures both horizontally and vertically to assist us in monitoring students' achievement with respect to the CCLS.

Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.

Budgetary and Human Resource constraints: Having only two clusters while having three teachers on a grade, makes it challenging to have comprehensive teacher team meetings. As a result, formal meetings took place approximately once a month, which did not afford teachers many opportunities to engage in the cycle of analyzing student work, determining an instructional strategy, implementing and reconvening to analyze the changes in student outcomes. It was not until the spring of 2013 that teachers had an opportunity to meet collectively and embrace this practice on a deeper level. As a result, we intend to focus this year's work on strengthening this plan that was put in place last year.

Describe the degree to which your school's 12-13 SCEP was successfully implemented.

Below, are the some of the measures of action that were cited in the 2012-13 SCEP, which were implemented with success:

- Two teachers were allocated to provide part time RTI services to students at the Tier 2 level using Leveled literacy Intervention and Wilson Language System which address all five pillars of reading. The frequent data analysis and progress monitoring embedded in this program allowed teachers to use an inquiry approach to monitor the progress of students.

- Across subjects, teachers developed and maintained differentiated portfolio assessments and developed unit specific rubrics
- Students engaged daily in academically challenging tasks in ELA and Mathematics planned by teachers using the Common Core Learning Standards
- We continued to strengthen our interdisciplinary units for reading, writing, science, social studies using the
- Environmental Stewardship theme as the common thread. Teachers continued to plan units both vertically and horizontally using the CCLS in order to ensure that standards are being addressed adequately within and across grades.
- Full implementation of the **PBIS** system school-wide. This included training for all staff members and implementation of a data collection system to determine areas of critical needs based on student behaviors. We use this data to determine how best to align our resources.
- Monthly meetings with PTA Executive Board were conducted to encourage parent involvement.

These and other action plans will continue to be implemented during the 2013-14 school year.

Were all the goals within your school's 12-13 SCEP accomplished?		Yes	X	No
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If all the goals were not accomplished, provide an explanation.

All goals were not accomplished because we were in the developing stages of many of them. The mission of implementing several new strategies simultaneously posed several challenges. However, we see this as an opportunity to continue improving upon the work in the 2013-14 school year. The school community continues to use CCLS and Danielson Framework For Teaching, as well as the City's Instructional Shifts as tools to guide planning, practice and to measure success.

Did the identified activities receive the funding necessary to achieve the corresponding goals?	x	Yes		No
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Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP

Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.

The use of new curricular resources in both literacy and math may pose some challenges this year. While we intend to use the standards as our driver for instruction, our teachers will still require time to familiarize themselves with the instructional resources to plan with their students' needs in mind.

List the 13-14 student academic achievement targets for the identified sub-groups.

- **Lowest Third Students:** By June 2014 we expect that students in the lowest third will exceed last year's Median Growth Percentiles of 83% and 67% in ELA and Math respectively.
- **ELL:** By June 2014 we expect our ELLs to improve at least one level on the NYSESLAT assessments in Reading Speaking, Listening and Writing.
- **SWDs:** By June 2014, we would like to improve the percentage of students with special needs that meet all of their IEP goals.
- **ALL students:** By June 2014 we intend to increase the percentage of all students performing at or above proficiency in both ELA and Math to exceed our current percentages of 7.1% and 6.4% respectively.

Describe how the school leader(s) will communicate with school staff and the community.

Monthly Faculty conference meetings
 Weekly one-to-one sessions with the UFT Chapter Leader
 Weekly Professional Development Team Mtgs.
 Emails and Memos

Describe your theory of action at the core of your school's SCEP.

- Students learn best when they have a nurturing environment where they feel safe to make mistakes and receive the social emotional support to address their unique needs. Once such an environment is established, students are in a better position to acquire content knowledge that is presented in ways that cater to their unique style of learning. In an effort to improve and sustain high level pedagogy, teachers and administrators must deepen our understanding around the Common Core Standards, as these outline what students are expected to learn and do. This sets clear expectations for collaborative planning of units and lesson and differentiating instruction for various subgroups

including, ELLs, SWD and At-Risk students. As teachers review student work on an ongoing basis, they are in a position to address student misconceptions as quickly as possible, while reflecting on their own instructional strategies that may need to be modified based on student outcomes.

In order to improve student outcomes, we, as a school community have developed a mindset where we engage in the following process:

- Assess
- Analyze and Disaggregate Data
- Determine the Plan of Action (to areas/people that need support)
- Set benchmarks for monitoring effectiveness and progress
- Execute action plan
- Reassess

Describe the strategy for executing your theory of action in your school's SCEP.

The administration will work collaboratively with all stakeholders to create opportunities for teachers to engage in learning walks, collaborative planning, and continued development of our Professional Learning Community where we tap into the internal resources and expertise to share best practices that will support student learning. There will be collaborative observations of teachers between principal and assistant principal to assure that feedback is normed and that the expectations for the delivery of instruction is clearly understood and applied by all responsible school-based personnel. The administration and teacher will work earnestly to improve our relationships with families by making efforts to learn about any unique circumstances that may impede learning, as well as provide workshops and at-home strategies for supporting each child.

List the key elements and other unique characteristics of your school's SCEP.

- Our SCEP is rooted in most recent qualitative and quantitative data.
- All of SCEPs goals have been developed to assist school community in monitoring the impact of the curriculum on students and making appropriate adjustments to ensure improved student outcomes.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

Items we have in place to support this work include, but are not limited to the following:

- The school Professional Development Team that is comprised of both administrators and teachers design and implement PD based on observed needs.
- Teacher Teams – Horizontal and Vertical planning teams have been developed and are provided with time for collaborative planning.
- External Collaborations: Generation Ready Consultants aligned their support to the achievement of our SCEP goals.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Last evaluation with the DQR in May 2013. The following recommendation were made:

- Continue to develop teacher pedagogy to ensure that all students are appropriately challenged, engaged and provided with multiple entry points into learning in order to ensure higher level of participation and thinking. (1.2)
- Strengthen the teacher teams' use of an Inquiry Approach to ensure that teachers are looking closely at student work produced within their units of study in order to determine specific student needs and appropriate instructional next steps. (4.2)
- Ensure that units and lessons have clear standards based criteria for student success, and that teachers' feedback to students is specific and actionable so that student work products improve over time. (2.2)

Review Type:	DQR	Year:	May 2013	Page Number:	4 & 5	HEDI Rating:	D
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Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision	x	2.3 Systems and structures for school development
2.4 School leader's use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, all teacher teams will have engaged in effective inquiry cycles. These cycles will include the use of standards based rubrics to analyze CCLS aligned tasks, identify student needs, and implement research based instructional strategies in order to positively impact student performance on unit tasks.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Developing an effective structure for teacher team meetings.

- Grade teams meet on a weekly basis to look at student work and implementing the ORID protocol
- Use of a Backwards Design Model to ensure that all teachers thoroughly unpack the unit goals and standards prior to launching .
- Use of consultants from Generation Ready and Education for Sustainability, network support for training/planning, attending the ReadyGen and GoMath curriculum team and general sessions PD, PD team
- Assistant Principal to support teachers in curriculum development, implementation and reflect rigorous task for all learners

2. Revision and improvement of rubrics:

- Revisit unit matrices for the implementation and use of rubrics, checklists and standards
- Continued revision of common core standard based rubrics to ensure alignment to standards

3. Professional Development

- PD support for teachers in the provision of effective feedback to identify or prompt students to make revisions to work .

- Learning Walks based on the implementation of effective instructional strategies for teachers to share best practices
- Teacher study groups.

2. Key personnel and other resources used to implement each strategy/activity

- 1. Developing an effective structure for teacher team meetings:** Administration , scheduling of teacher time for weekly meetings
- 2. Revision and improvement of rubrics:** AP, Generation Ready Consultant, Teacher Teams , Scheduled time for monthly planning sessions
- 3. Professional Development:** AP, Generation Ready , Network Staff , Teacher Teams

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By the end of September 2013, 100% of classroom teachers will have a formalized schedule for weekly teacher team meetings
Administrators will have at least bi-weekly schedules set for team meeting conversations by the end of October 2013. At these bi-weekly meetings, teachers will be supported and monitored by administrative staff and/or consultant to ensure that meetings are productive. The point person on the inquiry team will communicate agendas and minutes to the administrative team on a weekly basis.
2. Each grade level team will have ready for sharing and critique topic relevant rubrics in ELA, mathematics, social studies and science. Once per month beginning in October, the bi-weekly meetings will be used to look at student work and make revisions to plans, etc.
3. By end of October, all teachers will have been formally or informally observed at least once and provided with feedback that is based on the implementation of strategies that was discussed and/or developed at professional development sessions based on walkthroughs supported by either the Network Point of the Talent Coach.

4. Timeline for implementation and completion including start and end dates

- 1 End of September 2013 throughout the school year ending in June 2014.
- 2 Start date 9/13 End date 6/13 intervals/benchmarks of every 6 weeks
- 3 End of October through May 2014.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Using the DOK wheel to scaffold activities
2. LLI Reading Intervention Program
3. Scholastic Reading Inventory
4. Ready Gen and Go Math Curricula to tier students according to data gathered from ongoing assessments
5. Teacher Professional Development: CCLS planning and Inquiry (See Galaxy)

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	x	Tax Levy	Title IA	Title IIA	Title III	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

PF AIS	PF CTE	PF College & Career Readiness	x	PF Common Core
	PF Inquiry Teams	PF NYS Standards and Assessments		PF Parent Engagement
PF Positive Behavioral Management Programs		PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

To develop a comprehensive monitoring system (QR 1.1, 5.1) to note ongoing progress in discrete areas of reading and math and the

implementation of the CCLS in order to more clearly delineate student learning challenges (D 1b). We will refine individual and group goals to reflect the distinct needs of all groups of students for the purpose of providing supports and interventions (D 1b, QR 2.2) that aides in decreasing the number of students with IEP's. Identified students will be flexibly grouped and academic and social/emotions supports provided based on individual subject performance and needs (i.e. we will move students with IEPs into and out of more or less restrictive environments in different subject areas based on their strengths and needs).

Review Type: Quality Review	Year: 2011	Page Number: 5	HEDI Rating: D
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	3.2 Enact curriculum	x	3.3 Units and lesson plans
X	3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, we will establish an effective system for monitoring and tracking our students' progress towards the CCLS standards by ensuring that unit specific data is gathered, analyzed and used monthly to drive instruction and other decision-making.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- 1. Administrative Structures:**
 - Time will be structured to allow for teacher teams to engage in a cyclical process of professional engagement which involves unpacking the assessed standards in each unit, planning arcs of instruction, analyzing common unit tasks to surface and address student needs.
 - Calendar of teacher team meetings established in September 2013 during EDPD (2X monthly), and common prep period each Thursday.

- 2. Teacher Team Structure/Process:**
 - Teacher teams will use the Observe, Reflect, Interpret and Decide (ORID protocol to looking at student work to inform instructional practices). This will include revising units according to students' observed needs, and researching most effective strategies for teaching. Teams will analyze writing produced within their units of study (common formative tasks) and the summative tasks/work products to determine students' progress towards meeting the CCLS.

- 3. Administrative Data Analysis and Professional Development:**
 - Unit data will be analyzed by teacher teams and shared with administration. This aggregate data will be used to drive administrative decisions around PD needs,
 - Inter-visitation, flexible student groups, and additional student support services (tutoring, RTI)

B. Key personnel and other resources used to implement each strategy/activity

For all three strategies the Key personnel include the Principal, Assistant Principal, Teachers, Network support staff, Sustainability consultant

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Administrative Structures: By the end of September 2013, teacher team calendar of meetings will be completed. Re-training for teachers

on the use of protocols and expectations for teams will be revisited.

2. Teacher Team Structure/Process: November through January, teacher teams will be supported through observations and feedback from Network Staff and Administrators. Administrators and Pd team will lead all teachers through planning using the Backward design method to ensure that teachers have the opportunity to unpack the standards and agree on the expected standards of performance for students

3. Administrative Data Analysis and Professional Development: Administrative team will monitor the unit results for all students by reviewing grade by grade data with PD team. Plans will be co-constructed to determine what PD is needed and how the Learning Walk structure can be used to share effective practices within the school. Quarterly data from in house assessments and CCLs Benchmarks in Spring will be used to impact the school's PD plans. Two teachers will be allocated to provide part time Rtl services to students at Tier 3 using Leveled literacy Intervention and Wilson Language System which address all five pillars of reading. The frequent data analysis and progress monitoring embedded in this program will also allow teachers to use an inquiry approach to monitor the progress of these students.

D. Timeline for implementation and completion including start and end dates

August- Establishing Teacher Team meeting structure and calendaring weekly/monthly sessions

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Implementation of research-based, common core aligned ReadyGen & Go!Math curriculum on all grade levels (QR 1.1)
2. Integration of EfS Standards and ReadyGen modules (Danielson 1a, QR 1.1)
3. Modification of ReadyGen performance task module rubrics to align and integrate EfS Standards (D 1c, QR 2.2)
4. Teacher training to support lesson planning differentiated activities for daily flexible student groupings (D 1b, QR 1.1)
5. Teacher training to support conference notes indicate flexible/tiered groupings – evidence (D 1b, 2, 4b, QR 1.1)
6. Teacher teams attend ReadyGen and Go!Math professional development sessions on a regular basis to develop best practices and management systems for each program (D 1a, 4d, 4e, QR 1.3)(see Galaxy)
7. Select teachers attend monthly professional development cohort through Childrens' First Network 209, turn-keying information to staff or grade groups (D 4d, QR 1.3)
8. Summer planning with Go!Math resources to pace out units (D 4d) (See Galaxy)

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	PF Set Aside	x	Tax Levy	x	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Continue to develop teacher pedagogy to ensure that all students are appropriately challenged, engaged and provided with multiple entry points into learning in order to ensure higher participation and thinking (DQR 1.2)

Review Type:	DQR	Year:	2012-2013	Page Number:	4	HEDI Rating:	Developing
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

x	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	x	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, the students performing in the lowest third of the school in literacy will have demonstrated improved performance as measured by the CCLS aligned benchmark assessments in ELA and Mathematics.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Flexible Instructional Groups:

- Across subjects, small instructional groups will be developed according to student ability and/ or needs (D 1.2). These groups are flexible in their composition and intervention strategies change in response to ongoing data collection. As described in goals above, monthly data conversations will occur between teacher and administrator to monitor the progress of and the formation of instructional goals for these groups.
- When and where available, push-in support by teachers takes place, allowing for small group instruction to target specific student needs.
- Across subjects, teachers will be expected to develop and maintain differentiated portfolio assessments and rubrics

Response to Intervention:

- Universal Benchmark screening (Scholastic Reading Inventory) is utilized to determine tiered groups for Response to Intervention (RTI) programs. These groups are flexible and their composition and intervention strategies change in response to ongoing data collection (6 week cycles)
- Students identified by teachers as at risk, receive need-specific AIS/Rtl.
- Creation of collaborative inquiry teams to focus on targeted students
- Subject teachers and AIS providers jointly create goals and learning plans for each student.
- AIS providers supply Tier 2 and Tier 3 model intervention for students with special needs in keeping with their IEP.

Strengthening Core Instruction at Tier 1 and LRE initiative:

- Students engage daily in academically challenging tasks in ELA and Mathematics planned by teachers using the
- We will continue to strengthen our interdisciplinary units for reading, writing, science, social studies using the environmental stewardship theme as the common thread. Teachers will continue to plan units both vertically and horizontally using the CCLS in order to ensure that standards are being addressed adequately within and across grades.
- The PPC (Pupil Personnel Committee) will collaborate to identify students who will most benefit from mainstreaming.
- Students with disabilities who are designated to be in a more restrictive environment (12:1, ICT class) but who excel in a particular subject will be mainstreamed into a less restrictive environment for that subject. Likewise, students who need extra support in a particular subject will be able to receive it by integrating into a more supportive classroom for that need area. This plan allows the most efficient use of teachers and school personnel by ensuring that students are placed in classrooms that most fit their needs throughout

the school day

Parent Involvement:

- We also plan to host parent workshops that will allow parents to develop a better understanding of how to support their children at home as readers, writers and mathematicians. These sessions will emphasize the Instructional Shifts and implications for parent support of learning at home. Attention will also be placed on understanding the NYS Assessments.

B. Key personnel and other resources used to implement each strategy/activity

- **Flexible Instructional Groups:** Key personnel include the Principal, Assistant principal, Grade Leaders, Teacher Teams, Network support

Response to Intervention: Key personnel include the Principal, Assistant principal, AIS/Rtl teachers, PPC committee, Grade Leaders, Network support

Strengthening Core Instruction at Tier 1 and LRE initiative: Key personnel include the Principal, Assistant principal, AIS/Rtl teachers, PPC committee, Grade Leaders, Network support

Parent Involvement: Key personnel include the Principal, Assistant principal, Parent Coordinator , Teacher Teams

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

***Learning Walk Strategy:** We will conduct frequent and focused Learning walks (D 4d, QR 4.1) in collaboration with our network to focus on our attention to Danielson’s competencies (D 1) to ensure that all students are being cognitively challenged and engaged, and that effective scaffolds and supports have been planned into small group activities and assignments. The results of these walks will be shared with teachers and used to adjust professional development around differentiation and scaffolding.

- **Monthly data Analysis Checkpoints:** Continue ongoing monitoring of school level data by teacher teams and administrators to assess progress at regular intervals. Conduct monthly data conversations between each teacher (including AIS/Rtl teachers) and direct supervisor to evaluate plans for small group instruction and to monitor the progress of students in each class (D 4a)

- **Administrative Monitoring:** Engage in frequent teacher observations with a continuous feedback loop will to provide individual teachers with specific next steps regarding instructional practices. Monitor the inquiry cycles of each teacher team to determine which research-based practices are yielding desired results and sharing these practices across teams.

D. Timeline for implementation and completion including start and end dates

September- Schedule bi –monthly Learning Walk

September to June: Calendar monthly data meeting with teachers, Aggregate grade and school level data and review with cabinet and PD team. Develop plans for Professional collaboration based on data analysis.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Time scheduled for monthly data meetings.
2. Teacher team meetings scheduled for analysis of student data
3. Rti Program resources: Scholastic Reading Inventory , Leveled Literacy Intervention

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

PF Set Aside	x	Tax Levy	Title IA	Title IIA	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.						
x	PF AIS		PF CTE		PF College & Career Readiness	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Major Recommendation: (2012-2013 DQR, page 4) Continue to develop teacher pedagogy to ensure that all students are appropriately challenged, engaged and provided with multiple entry points into learning in order to ensure higher level of participation and thinking (1.2)

Review Type:	DQR	Year:	2012-13	Page Number:	4	HEDI Rating:	Developing
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	5.2 Systems and partnerships	x	5.3 Vision for social and emotional developmental health
	5.4 Safety	x	5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 20th, 2014 the school will have developed a rubric for social and emotional development and learning that is integrated across all classrooms and programs. This rubric will be based on the 4 pillars of greatness from our PBIS program already in place but will strengthen the program by providing clear criteria to the students and teachers for how and when to award "greatness tickets." This will help ensure that all students are engaged in lessons by strengthening their social and emotional developmental health. This rubric can also be used outside of the PBIS program to help provide different entry points in lessons by giving another perspective to look at character traits and development. The PBIS system as a whole will also be strengthened by this development, which will boost student confidence and ensure a higher level of participation and thinking. Additionally, staff will begin training in Life Space Crisis Intervention, where they can learn first hand how to be more sensitive to the social emotional needs of students, creating a safer, more trusting atmosphere, which will serve as a catalyst for improving instructional outcomes.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- **Survey teachers about their current use of the PBIS system.** Teachers will share with administrators their reflections on what works, what needs to be adjusted? As a school we must come to consensus on the following:
 What criteria do you already use to give students PBIS tickets? What criteria will earn a student a greatness tickets (specific to the 4 pillars)?
 How do you actually use the PBIS tickets (for example, to show students what they need to do to earn one, as a reward, do you discuss earning them at the beginning of a class?)
- **Interview students:** Assess students' current understanding of the system (how can you earn a greatness ticket? What do they mean to you?)

-Rubric Development and Training: Use surveys, interviews and conversation with Ms. Saunderson to compose a rubric to help define how to earn/when to give greatness tickets. This rubric will be based on findings from Collaborative for Academic and Social/Emotional Learning (CASEL) and the New York State Guidelines for Social and Emotional Development and Learning, as well as the current PBIS system in place at PS208.

-Classroom Instruction: Classroom activities to teach students the components necessary to earn tickets. (For example: extension activities for classrooms with students who finish their (ELA, ReadyGen) work early, analyze a character's actions based on the PBIS rubric. Should they earn a ticket based on criteria from the rubric? Explain why or why not). School-wide lesson in auditorium (like Ms. Saunderson's skits from last year) to teach students how to earn tickets and how to use the new rubric.

B. Key personnel and other resources used to implement each strategy/activity

Surveys: PBIS team , Ms Saunderson, Mr. Mort
 Rubric Development and Training: Administration, PBIS Team
 Classroom Instruction : All teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- 90% Staff participation, school-wide, in the surveys.
- Interviews with 10 students (at least 3 from each grade)
- Monitor teacher use of rubric by end-of-year survey.
- Target of at least 15 lessons school-wide that incorporated PBIS rubric. Incorporate questions about the extension activities into the end-of-year survey. (e.g. How often did you give students the PBIS extension activities? Did it help deepen students' understanding of the content? Did it help reinforce PBIS concerns?)
- Follow-up survey of parents, students and teachers to monitor satisfaction with revisions to the program.
- Decrease in suspension numbers from last year.

D. Timeline for implementation and completion including start and end dates

- By January, student and teacher surveys will be done online with Survey Monkey; a free service will be created by Coach Brown and Mr. Mort during SLT meeting time.
- Quarterly, student interviews conducted by Coach Brown, Ms. Saunderson and SLT members during school hours. Data reviewed in cabinet and shared with entire school community.
- In February school wide program/ lesson for students during an inside recess period over the winter.
- Ongoing: Parent informational sessions incorporated with other parent unit informational sessions. Presented by Coach Brown, Mr. Mort, SLA members and SLT members.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

September-Schedule regular time for School Team to meet in September to design and develop lessons surrounding the rubric
 October- December – Teacher training on use of rubric and integration of class activities
 Monthly: Cabinet and team review of PBIS data, suspension and OORS reports in order to adjust school wide PD and PBIS implementation plans.
 Procurement of rewards for PBIS tickets

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

PF Set Aside	Tax Levy	x	Title IA	Title IIA	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .						
x	PF AIS		PF CTE		PF College & Career Readiness	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

While our relationship with families has always been very highly commended in our LES data, and our most recent Quality Review. We recognize the need to improve the home/school connection at our school. Our independent observation indicates that we have not been able to successfully engage with the parents of many of our students. While our parents do support the school's artistic performances and Family Nights, we would like to deepen our parents' knowledge of the supports they can provide at home to assist each child in meeting the demands of the CCLS and developing healthy habits, academic and personal behaviors.

Review Type:	Quality Review	Year:	2011	Page Number:	7	HEDI Rating:	E
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	6.2 Welcoming environment	x	6.3 Reciprocal communication
x	6.4 Partnerships and responsibilities	x	6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

To improve relationships with families, and increase their participation within the school community, develop their awareness of the instructional supports being offered to their children and to enlighten them on how to support their children at home.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

Parent Workshops:

Include parent workshops at our monthly meetings using our teacher as a resource for parents, this will assist parents in getting assistance in daily struggles they have with continuing the child's education at home by assisting them in not only ensuring that homework is done but also that is done correctly.

Providing incentives to the parent and children who attend events that promote inclusion of family and school. The goal is to instill in the family that education is a team effort. Organize a PTA library that will make available to the parents all of the materials used in teaching their children by doing this they will be able to be prepared with concerns when they attend parent teacher conference.

Home/ School Communication :

Make use of the DOE Translation unit to assist parents who don't have English or Spanish as a primary language. By doing this we will ensure that every parent has the information and is able to understand and take part in meetings and workshops. Have written materials available in multiple languages.

Encourage parents to take part in the quarterly parent teacher conference by making it mandatory for parents to pick up the child's report card. Make parent teacher conference attractive by advertising free give away raffling off useful items and encouraging the children to make sure that parents make it out to discuss the progress or lack of progress of their child. Reach out personally to parents that have taken more than a week to inquire about a missed conference. Stress the importance of them being a vital part of the child's education.

As a way to encourage parent attendance at meetings we will use several ways of reaching out, ie; our voice messaging system, back pack notices, text messaging and emails all will be in different translations as needed.

Celebrations of Achievement:

Celebrate students whose personal and academic behaviors have improved quarterly

Openly acknowledge parents and students and present with tangible incentives for participating in their child's education.

Give the parents the option of sending a family representative to be present at an event or parent conference.

Reach out to the businesses that our staff and school support on a regular basis and seek support and to donations from them for our school events.

Create opportunities for parents to make recommendations regarding events and workshops that they would like to see offered at our school

B. Key personnel and other resources used to implement each strategy/activity

1. For all strategies the following apply:PTA Executive Board, Parent Coordinator, Principal, Teachers, Students, CBO

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By the end of September 2013, the administrators will share with teachers our goal for strengthening our home/ school connection. Work with teacher teams to develop monthly agenda items for parents that provide them with specific at home instructional supports for literacy and math .
2. By the end of January 2014, each teacher team would have conducted a minimum if two parent meetings
3. By the end of June 2014, attendance records from parent meetings will indicate increased participation when we compare beginning of year to end of year data.

D. Timeline for implementation and completion including start and end dates

4. **By End of September:** Share with teachers our goal of strengthening our home/ school connection. Work with teacher teams to develop monthly agenda items for parents that provide them with specific at home instructional supports for literacy and math .
5. **By January :**Each teacher team would have conducted a minimum if two parent meetings
6. **By June:** Attendance records from parent meetings will indicate increased participation when we compare beginning of year to end of year data Implementation for all workshops and events will take place throughout the school year from September through June

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. PTA library resources will be procured to support teacher rewards systems
2. Scheduling of time for monthly parent meetings

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Magnet Grant

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	x	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p>Voyager Passport-This includes reading comprehension, writing, trimed readin for fluency and vocabulary</p> <p>Wilson-This includes decoding, encoding, scooping and charting for fluency, “replay”, “retell” and “rewrite” for interactive reading and writing, dictation for vocabulary</p> <p>Afterschool test preparation</p>	<p>Small Group One to One Group of 10-12</p>	<p>During school day from 1-5 days per week After school 1 day per week</p>
Mathematics	<p>V-Math-Strategies used include spiraling, use of technology, manipulatives, self-assess (using checklist and correcting errors) making connections, use</p> <p>Afterschool test preparation</p>	<p>Small Group One to One Group of 10-12</p>	<p>During school day from 1-5 days per week After school day per week</p>
Science	Embedded in ELA	See above	See above
Social Studies	Embedded in ELA	See above	See above
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk counseling will be provided by our school’s guidance counselor, social worker and school psychologist	1x per week for 12 week cycles in 1:1 sessions for groups of three	During school day

**Title I Information Page (TIP)
For School Receiving Title I Funding**

6. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

School administration will attend teacher recruitment fairs and reach out to education departments of prestigious colleges and university to recruit future graduates. Our school has established long standing relationships with colleges in our borough and city, and invites a large number of student teachers annually to complete their required hours. This relationship allows us to develop knowledge of and a relationship with potential new teachers.

High Quality and Ongoing Professional Development

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

Through staff development team building activities and teacher mentoring school administration will work to cultivate, retain and support highly qualified teachers. We also provide our teachers with the opportunity to develop and hone their leadership skills through the lead teacher initiative and by engaging teachers to participate in a range of committees that support the school's overall goals.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated(i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

After-school activities funded to support students in need of interventions and / or in temporary housing

SWP Schools Only

Transition Plans to Assist Preschool Children(Elementary Schools Only)

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

Parent Involvement Activities- Open Houses and Parent information sessions to acclimate parents to elementary school.

Measures to Include Teachers in Decisions Regarding Assessments

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

A committee was formed where teachers had the opportunity to select assessments that would be used for measures of student learning in conjunction with the new teacher evaluation system. Professional development regarding the use of assessment results to improve instruction takes place weekly during grade meetings

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 3	Borough Manhattan	School Number 208
School Name A.L.L. Magnet School for Environmental S		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Susan M. Green	Assistant Principal Jacquelin Colon
Coach	Coach
ESL Teacher James Mort	Guidance Counselor
Teacher/Subject Area	Parent Milagros Figueroa
Teacher/Subject Area	Parent Coordinator Yiselle Alcantara
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	162	Total number of ELLs	18	ELLs as share of total student population (%)	11.11%
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Part II: 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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out				2	3	3								8
Push-In				1										1
Total	0	0	0	3	3	3	0	0	0	0	0	0	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	14	ELL Students with Disabilities	4
SIFE	1	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	14	1	2	4	0	2	0	0	0	18
Total	14	1	2	4	0	2	0	0	0	18

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	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: ____	Hispanic/Latino:
Native American: ____	White (Non-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				5	4	2								11
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian						1								1
French					1									1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1	2	2								5
TOTAL	0	0	0	6	7	5	0	0	0	0	0	0	0	18

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)				2	1	2								5

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)				0	3	3								6
Advanced (A)				4	3	0								7
Total	0	0	0	6	7	5	0	0	0	0	0	0	0	18

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				1
4	3	2			5
5	1				1
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3		1							1
4	3		3						6
5	2								2
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	1	1						3
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

1. 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Our school uses Fountas and Pinnell Running Records to assess the literacy skills of all students, including ELLs. These assessments are usually administered 3 times a year, more if necessary. We keep comprehensive records of our students' reading level across grade levels (i.e. when a student is in the 5th grade we will have the results since their time in the 3rd grade). This helps us monitor progress over the long-term but is just a part of how we monitor literacy skills. We also utilize one-to-one conferencing and a variety of teacher-created assessments to keep track of student progress and literacy needs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Our data reveals that our students traditionally do well in the speaking and listening portion of the exams and that the weakest modality is often writing. That is one of the reasons why our school has chosen writing to be a focus across the school for the 2013-2014 school year. Students who score at the Intermediate level on the NYSESLAT tend to be at that level because of the Reading and/or Writing modalities, as the data shows that students tend to reach proficiency in Speaking and Listening first. We use the data from the NYSESLAT to best focus ESL instruction in order for our ELL students to achieve grade-level proficiency in all language modalities.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The most current data shows that many ELLs at our school are at the advanced level of both the Listening/Speaking modalities and the Reading/Writing modalities. We look at the RNMR and RLAT ATS reports, as well as state exams (ELA and Math) to determine the AMAOs of our ELLs. Most students who are in the general education population progress steadily in all modalities. However, there are a few students, mostly students with disabilities, who are stalling in one or more modality. This shows that extra attention must be given in those areas. The modality of particular concern is writing. This has been identified as a major concern for the ELLs at our school and as a wider school focus. The CCLS requires more descriptive writing with an understanding of figurative language and nuances in word meanings. This understanding must be evident in student's writing. The AMAO Tool helps consolidate this information into one document that identifies at-risk students.

4. For each program, answer the following:

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

A) Most of our ELL students take tests in English. We encourage the use of bilingual glossaries and test booklets, but since the instruction in our school is only delivered in English (with Native Language support when appropriate) we generally only have our students test in English. There are exceptions when students arrive late in the year from countries that teach in a language other than English.

B) We have tried implementing the ELL periodic assessments in the past but have since determined that they are inadequate in fulfilling our needs and take away too much instructional time. However, we do use a variety of other assessments, including, but not limited to, Scholastic Reading Inventory, NYC Performance Assessment, and Fountas & Pinnell Running Records in order to group students based on individual needs. These needs are reassessed throughout the year to ensure consistently appropriate placement of students.

C) As stated above, ELL Periodic Assessments have been replaced with other assessments that better suit our needs.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

We use a variety of assessments, including Scholastic Reading Inventory, in order to group students based on individual needs. With this information we determine which students may need AIS services (Tier 2 RtI) and which students may need Leveled Literacy Intervention (LLI, Tier 3 RtI). These needs are reassessed throughout the year to ensure appropriate placement of students.

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

ESL class groupings and ESL lessons are designed to provide focused support to ESL students based on their current needs and English language development. Data is collected from state ELL tests as well as from more frequent teacher-created assessments in

order to accurately pinpoint student needs. With that information the ESL teacher creates lessons to address the current needs of students. Lessons and groupings are differentiated so that all students' needs are met.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A

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

We evaluate the success of our ELL programs by monitoring the progress that our ELL students are making from year to year. This is not just evident in their NYSESLAT scores, but also in the other state exams our students take. The NYSESLAT though, offers particular insight on how they are progressing in each of the 4 modalities. When we look at the RLAT or RNMR printouts we can see their scores from the past 3 years. The raw scores help us see if the students are making steady progress or if there is a stall in one or more of the language modalities. If the ESL teacher sees that a student is stalling in a particular area he shares that information with the classroom teachers in order for them to design lessons and teach learning strategies for those students to hone in on the areas of need. For example, a student that is stalling in Listening will receive additional support to build strength in that modality. Classroom teachers are taught teaching strategies to help students receive comprehensible input, but also the student is taught strategies to help make sense of difficult spoken instructions. Scaffolds are useful to increase comprehensible input, but those scaffolds will not always be available. As such, it is imperative that these students develop skills to increase their ability to comprehend by listening in the most difficult situations.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. When new ELL students come to our school they are welcomed by our friendly and inviting main office staff. The Parent Coordinator, Principal, Assistant Principal and ESL teacher are among the first faces they see. During the first couple of days of school the ESL teacher is stationed in the Main Office in order to be present immediately to assist parents and families of ELLs. Our ESL teacher speaks Spanish, which is the most common language other than English in our student population. When needed, we get interpreters to assist families who speak other languages. Many members of our school community (school aides, para-professionals, a parent coordinator, parents, etc.) speak French, Haitian Creole, and Spanish as well as several lower incidence languages. The bilingual staff members at our school assist parents to complete the Home Language Identification Survey (HLIS). Then, if the HLIS survey shows that the Home Language is a language other than English an informal interview is conducted by our ESL teacher. This is a quick interview to verify the results of the HLIS and get to know the family a little better. Following positive identification through the HLIS and informal interview Mr. Mort, the ESL teacher, explains the program choices and explains the ELL identification process. Within 10 days of this student entering our school the LAB-R is administered. Then the ESL teacher does an in-house grading of the LAB-R. If the student scores below the cut-score the ESL teacher then invites the family back in to view the Parent Orientation DVD and further explain the choices available within the school district and the existing program in our school. After the DVD, the family may discuss any questions or concerns they have with the program selection process. This includes the other program choices not available in our school and outreach which is available to NYC families. It is important to us that the families feel comfortable with their decision and understand all of their options. Parents then fill out and sign the Parent Survey/Program Selection form (Appendix D). Usually, all necessary documentation, such as medical history, emergency card, proof of address, etc., have already been gathered by the office staff prior to the viewing of the parent orientation DVD. Typically, no more than a week or two pass before the entire process is

completed. The Parent Coordinator, Ms. Alcantara, assists as a bridge to incoming parents and students. She offers additional outreach resources. Mr. Mort asks the office staff for further assistance in making sure the family feels welcomed and accommodated. Sometimes this means the office staff will call the family to see if further assistance is needed in completing necessary documentation or medical forms. If potential ELL students register for our school after the first few days of school (mid-year) the ESL teacher is called to come to the main office to greet and assist these families. Then the process is repeated on an individual basis as needed. The small population of our school lends itself to personal meetings between the ESL teacher and ELL families.

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.

One-to-one meetings (one family with the ESL teacher) are the norm at our school. There have been years when a larger number of ELLs enter in the first week of school, but it is more common that they trickle in throughout the year. As such, the parent meetings are generally done on an individual basis. During these meetings the ESL teacher shows the Parent Orientation Video in the language that parent's choose. Following the video he answers any questions about the three programs and also further explains the choices in parent-friendly language. Parents are informed that even though we do not currently have a bilingual or dual language program, with sufficient numbers of students in contiguous grades we will open one. It is very important that parents are aware of these choices and options as soon after registration as possible. Because of this the ESL teacher may adjust his scheduling to accommodate the needs of new parents. We make sure that these meetings happen quickly because sometimes it is difficult to get parents to come back to school in a timely fashion. The office staff and ESL teacher work closely together to ensure that potential ELLs are identified and parents have all of the necessary information.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Entitlement letters are mailed out or sent home with children. A receipt is cut or torn off the bottom in order to ensure that parents received the necessary information. Copies of the entitlement and continued entitlement letters are kept in student's cumulative records. Additionally, returned entitlement letters and Appendix D forms are kept in a secure filing cabinet in the ESL classroom.

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.

Students are placed in the Freestanding Push-in/Pull-out ESL program after being identified through the HLIS, initial interview, and the LAB-R. The data on the LAB-R is collected by the ESL teacher so that we don't have to wait for the ATS report to enroll entitled students. Following that, parents receive information either in a parent orientation meeting or in a one-to-one meeting, depending on the number of students enrolling at a given time. Sometimes, in the interest of time and efficiency, we will offer a one-to-one meeting with parents on the day of registration. This is only done if the student is brand new to the country and proves to be a true beginner ELL. The information at these meetings is given in English and Spanish. When necessary, based on information from the HLIS and the initial interview, we will also translate into French and/or Haitian Creole (translated by a native Haitian Creole and French-speaking paraprofessional at our school). Written information is translated into the parents' preferred language of communication as indicated on the HLIS.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT test is administered each spring beginning in April. Historically the ESL teacher administers each section of the test to all students required to take it. Students are tested by grade and all prescribed testing modifications are given to students with IEPs. Starting last year, certain sections of the test (e.g. speaking, scoring of the writing section) are administered by the ESL teacher at our sister school, PS 185. This is following a new requirement that teachers not test their own students on that section of the test. Once all sections of the NYSESLAT have been administered the exams are packed as per state requirements the answer grids are submitted to the Assessment Implementation Director (AID), Marie Busiello, at the Borough Assessment Office and the booklets are shipped back to Pearson.

6. 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.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

The trend at PS 208 is that parents select the Freestanding ESL program. In the past three years there have been eight students who were new to the country. After being explained the options and shown the parent orientation video, all eight families opted for our ESL push-in/pull-out program. They feel that our school will be the best place for their children. As such, our

programming is aligned with current parent requests. If the preference of parents is to change in the coming years we will take the necessary steps to address their needs. This may include opening up a Dual-Language or Transitional Bilingual classroom.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- 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])?

The organizational model of our ESL program is carefully designed to meet the needs of our students within a relatively small student body and limited staff. The ESL teacher pulls students out, by grade level and usually during their cluster classes so not to disrupt Math and ELA instruction, and delivers ESL lessons driven by the content areas of Social Studies, Science and Math. Intermediate and Beginner level ELLs receive an additional period of ESL instruction during the morning literacy block. The ESL teacher uses the NYSESLAT scores as a guide but uses his own assessments and observations in order to group the students appropriately in either the Beginner/Newcomer group or the Intermediate level group. During these periods the ESL teacher focuses on vocabulary development, language skills and literacy strategies designed to help students quickly reach proficiency in the four modalities. As an additional measure the third grade ELL population (6 students) is grouped in one general education class and the ESL teacher pushes-in to that classroom during the writing period in order to collaboratively offer focused writing instruction to students at that pivotal age.

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)?

The staff works hard to accommodate the mandated minutes of instruction required by our ELL population by developing a comprehensive schedule in the beginning of the school year. All service providers in the school, including the ESL teacher, meet to discuss students who have more than one out-of-class mandate in order to ensure that they all receive their required minutes for each service. ESL mandated minutes are delivered by the ESL teacher during the pull-out groups and in push-in sessions. Any variation in the minutes errs on the plus side of the mandated time. Beginner and Intermediate level students receive ESL instruction (180 min/wk) during the ELA block in addition to the afternoon content-area based ESL instruction along with their Advanced level counterparts for an additional 180 min/wk. The Advanced students are not pulled from any of their ELA minutes in their regular classrooms and as such receive more than 180 minutes weekly. Native language supports are given in the ESL and regular classrooms in the form of bilingual dictionaries and glossaries. The ESL classroom also has a variety of Native Language and bilingual books that students may borrow for their independent reading activities.

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 foster language development and meet the demands of the Common Core Learning Standards.

The afternoon pull-out classes address the content areas of Science, Social Studies and Math. The ESL teacher provides context-embedded instruction to help increase comprehensible input for ELLs. Students often use Rosen Classroom Materials during Science instruction which is specifically designed for ELLs. "Rigby's On Our Way to Learning" is also used for Social Studies and Science lessons. There is a SmartBoard in the ESL classroom which is used frequently as it helps keep ELL students engaged and involved. The ESL teacher uses the Notebook software program to design interactive and stimulating lessons. Lower level students also use LeapPad devices and TAG readers. The ESL teacher employs Total Physical Response, realia, scaffolding with songs, repetition, imagery, story maps and various graphic organizers, along with a list of other ESL methodologies to aid in comprehension. Other instructional techniques are learned and refined in workshops with our network ESL supervisor, Pierre Galvez, based on research by Dr. Lily Wong Fillmore and others.

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

ELLs enrolled in the ESL program are not generally evaluated in their native languages throughout the school year. Spanish-speaking students do take the Spanish LAB when they enter the country for the first time in order to determine language dominance, but as this test is not yet available in French or Haitian Creole many other students in our school do not have a similar assessment. However, the ESL teacher is emphatic in recommending to parents that students retain their home languages through practice at home and in afterschool or Saturday programs. Most ELLs are recommended for Dual Language middle schools when they graduate from our 5th grade as it is our opinion that students with bilingual fluency are most prepared for life beyond the K-12 school system.

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

The ESL teacher evaluates students writing in a variety of writing assignments given throughout the year. He also works

with classroom and cluster teachers to collect information about students' strengths and weaknesses in writing. This information is used to drive future instruction. Reading is evaluated formally with the Fountas and Pinnell Reading Tracking system three times a year. Oral reading skills and reading comprehension are also assessed, informally, during classroom observations throughout the year. This information is used by the teacher to choose appropriate reading strategies to teach and practice in the ESL classroom. Speaking and listening are historically more difficult to assess so the ESL teacher uses the SOLOM (Student Oral Language Observation Matrix) to collect data periodically on their speaking skills. Listening skills are assessed through listening tasks. The ESL teacher practices listening skills throughout the year by giving students increasingly difficult tasks with strictly oral instructions.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Differentiated instruction for ELL subgroups

- a. SIFE students, we currently have one, are closely monitored and given focused, individual learning strategies to help them catch-up to their classmates with uninterrupted formal education.
- b. Newcomer ELLs (0-3 years of service) are generally in the Beginner or Intermediate group that meets 8 times a week for focused ESL instruction. One exception, a student who tested proficient after his second year in the country, will still receive ESL instruction, although only 4 times a week, as a support for his transition into English language proficiency.
- c. ELLs with 4-6 years of service are served as per their mandated minutes prescribed by the NYSESLAT and state requirements. Their progress is monitored to ensure that they are progressing as expected in all 4 modalities. If there is evidence of stagnation on their RNMR and/or RLAT printouts those areas are addressed by the ESL teacher in one-to-one conferences. Individualized and differentiated instruction is provided as needed.
- d. Long-term ELLs are often students who have additional concerns beyond second language acquisition. As such, these students are evaluated by the school psychologist or IEP teacher to determine if they may need additional supports. These concerns are almost always noted and assessed before the time period of 6 years of ESL instruction has passed. Students who have 6+ years of ESL instruction and an IEP that requires additional services and testing modifications are carefully scheduled so that all required services are given. The school PPC team also discusses these students throughout the year to ensure that all involved teachers agree with the current program and any necessary modifications are made with parent consent.
- e. Former ELLs continue to receive time-and-a-half on state tests for 2 years after testing proficient on the NYSESLAT. When these students test proficient quickly, such as the student mentioned in point B, or if the student's teachers believe there is a signification need, they continue to attend ESL class as long as the ESL teacher and school administration determine that it will be beneficial to that student. Additionally, most former ELLs in the third grade go to the ESL teacher during extended day. He employs ESL methodologies during extended day instruction.

7. 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?

ELL students with special needs are given the support they require according to their IEPs along with the ELL instruction based on their proficiency level. The ESL teacher is present at all of these students' IEP meetings in order to assist and fully understand the concerns of the teachers and parents.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

In order to ensure that ELL-SWDs receive all required ESL minutes and additional services in the least restrictive environment our service providers all meet at the beginning of the school year with copies of the students' IEPs to discuss the scheduling of students who receive multiple services. This way we can ensure that there is no overlap in scheduling and that students are served in the least restrictive environment. The curriculum and instruction in all classes is informed by student IEPs, as all teachers have access to the IEPs through SESIS or on paper. Assessments throughout the year are given with appropriate testing modifications.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:				
Social Studies:				
Math:				
Science:				

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	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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

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

25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. 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.

We are using Scholastic Reading Inventory to identify students needing targeting intervention programs. This program is currently offered in English. Using the results of this assessment we group students into tier I, tier II, or tier III intervention services. These services are provided in English but when necessary there are native language supports such as bilingual glossaries and dictionaries.

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

Our current Freestanding Push-in/Pull-out ESL program is developing to effective. All students who have participated in our program have a higher total score on the NYSESLAT than the previous year based on the RLAT from the past 3 years. However, there are two 4th grade students who have a lower listening score than the previous year and one 4th grader with a lower writing score than the previous year. This shows that their language development is improving, but more can be done to target listening and writing. As mentioned above, writing is a school-wide focus for the 2013-2014 school year based on our overall data. The school is implementing a variety of strategies to improve writing across grade-levels and proficiencies. Listening is a particularly complex modality to monitor and assess in isolation. However, this year the ESL teacher is using research based strategies from experts such as Pauline Gibbons to increase listening skills for ELLs (e.g. listening games and activities to focus students on the demands of listening). Additionally, the New York State ELA, Math and Science scores show that most ELLs do not score 2 or higher on state exams. However, most ELL students who are high intermediate or above in English proficiency have state exam scores that are consistent with many of their native speaking counterparts. This is evidence that the ESL program is effective in bringing students up to speed with their classmates and that they are able to fully participate in class but that more work must be done throughout the school to improve content area achievement for all students. Our ESL program teaches language through the content areas of Social Studies and Science. In this way our ELLs receive additional support in those areas with the necessary scaffolding to be successful in their regular classrooms. Teachers and staff have noted that when ELL students are already familiar with the topic and vocabulary from a lesson in their regular classrooms they are much more able to participate and gain a greater understanding from those lessons. These results are evident in teacher-created assessments. All teachers of ELLs are familiar with the ELLs on their roster through conversations with the ESL teacher at regular grade-level meetings as well as common informal conversations when necessary..

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

This year we are implementing the ReadyGen ELA program and GoMath as per recommendations from the DOE and our network. These programs have many facets with serious implications for our ELLs. As such the ESL teacher is working with grade level teams to ensure that ELLs receive the support that they need with their regular classroom teachers in order to succeed in these programs.

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

No programs for ELLs from the previous year have been discontinued.

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

ELLs are invited to all school programs and they are provided appropriate support as needed. In order to assist students whose parents are unable to assist in their homework we have begun an ESL Homework Help afterschool program. This program is led by the ESL teacher on 3 out of the 4 days a week that this program is held. We also have a bilingual paraprofessional in the program on all days to further assist. This way we can ensure that students have the time and support to complete all required homework assignments.

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

All of our classrooms have leveled libraries, SmartBoards, and bilingual materials as needed to support ELLs. Newcomers use English in a Flash, an effective vocabulary-building computer program, during class time when deemed appropriate by the classroom teacher.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is offered in the form of bilingual dictionaries, glossaries and books. We also implore our parents of ELLs to continue working with their children with native language literacy, enrolling in Saturday or afterschool native language programs whenever possible. Spanish-speaking students receive native language support at times from bilingual

teachers and school staff. Haitian-Creole and French speaking students use our Haitian-Creole/French-speaking paraprofessional as a resource when she is available. This support usually consists of discussions of class-content and the directions for assignments. Newcomer students are often invited to write (particularly longer written assignments) in their native language. We then use the appropriate staff members to translate this work for the classroom teacher if necessary so that they can provide comments and feedback to those students.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Required services are appropriate for students' age and grade levels as students are grouped according to proficiency level in morning pull-out groups, and by grade level in afternoon groups. The schedule is set up so that newcomers have 8 or 9 45-minute periods of ESL every week, split into two components. They have a focused ESL/language development session in the morning and ESL embedded content-area instruction in the afternoon. Every morning at 9:30 these students (3rd, 4th and 5th grade) receive focused instruction for newcomer students that meet their needs (vocabulary development, pronunciation practice, reading skills, phonics work). The intermediate level students also receive 8 45-minute periods every week that are tailored to their needs. Often these intermediate students are long-term ELLs and SWDs. Because of this, these students receive focused instruction on reading and writing skills based on their individual needs and IEPs. In the afternoons all students are group by grade level regardless of ELL proficiency. These lessons focus on the content areas of Social Studies and Science. The ESL teacher delivers differentiated instruction to ELL students of all proficiencies in order for them to access the rigorous curriculum prescribed by the New York State Scope and Sequence. These lessons are aligned to the instruction that these students receive in their regular classrooms. By pairing language objectives with the content objective for these lessons, all ELL students develop the necessary language skills to master the curriculum.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Historically students do not come to school before the school year begins. However, ELL students, especially newcomers, are offered the opportunity to attend summer school at the conclusion of the school year. We know that these students need consistent language instruction, especially in their first couple of years in the country, in order to achieve the highest level of English fluency. No matter when students enroll, ELL students are always invited to participate in appropriate afterschool or weekend programs.

18. What language electives are offered to ELLs?

Our 3rd-5th grade elementary school does not offer language electives.

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. Professional Development for the ESL teacher is provided by the Children First 94N209 network. Their workshops are usually led by Pierre Galvez and incorporate research by Dr. Lily Wong Fillmore, among others. The ESL teacher also participates in other Professional Development series offered by the Office of ELLs and then turnkeys this information to all teachers of ELLs. One workshop he will be attending this year is the Brain Research Institute's 4 part PD, "Keeping ELLs in Mind."

2. Biweekly in-house PD sessions provide an opportunity for all teachers to receive professional development in the area of CCLS and the new curriculum implemented by our school.

3. Our parent coordinator and school guidance counselor receive PD as needed to help support ELLs as they transition to middle school. The ESL teacher is also involved in answering questions that parents and other staff members have during this process.

4. In order to meet the 7.5 hours of ESL PD required for classroom teachers, and 10 hours for special ed teachers, the ESL teacher delivers ELL PD at various sessions throughout the year. This includes Election Day PD, sometimes during our bimonthly Extended Day PD sessions and well as occasional "lunch and learn" sessions. All classroom teachers are present at these sessions in order to acquire a variety of ELL teaching strategies. The topics of these PDs are determined by student needs, and teacher observations and requests. Some teachers receive additional PD at the network level regarding ESL. Teachers also receive periodic ReadyGen PDs that offer specific support to ELLs. Whenever teachers attend an ESL PD their attendance is recorded on sheets that are compiled in the school-wide PD binder. These hours are then recorded on a separate sheet, included in the PD binder, to ensure the appropriate hours as per Jose P. by the end of the school year.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. ELL parents are involved in a variety of events and programs as they are invited to all programs with translated letters and their involvement is assisted as needed. It is very important to us that all parents take an active role in their children's learning and ELL parents are no exception. Since we know that some parents feel alienated or uncomfortable in situations where they have to speak English, we translate as needed and provide additional supports if necessary. Many staff members, including our Assistant Principal and Parent Coordinator are bilingual Spanish speakers. Our ESL teacher hosts a parent orientation meeting once a year to make sure that all parents of ELLs are informed of available activities and programs at our school.

2. We have a partnership with the Sports Leadership Academy that leads an afterschool program and the gym class at our school. They provide context-embedded instruction for ELLs and all of their programs are available to English Language Learners.

3. Parents' needs are first evaluated by the HLIS survey and initial interview. We formally check back in with parents at the parent orientation meeting. Also, parents have ongoing dialogue with the parent coordinator who conveys those needs to the administration and ESL teacher as needed. Based on discussions with ELL parents we have opened an ELL Homework Help Afterschool Program in order for students to receive the support they need with homework assignments. Also, the ESL teacher sends home progress reports each month that explains students' needs, areas of strength, and ways that parents can help at home. There is a section at the bottom of these reports for parents to write any questions or concerns that they have. These reports are collected by the ESL teacher in order to promptly take care of any concerns.

4. Our parental involvement activities are designed based on parent requests or concerns. For example, we have a curriculum night that helps parents learn the upcoming units of study that their children will be learning. At this conference we also teach parents about the homework concerns and ways that they can assist their children at home. We have a special breakout session specifically for parents of ELLs.

E. 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: ALLMSES PS 208

School DBN: 03M208

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Susan M. Green	Principal		11/7/13
Jacquelin Colon	Assistant Principal		11/7/13
Yisselle Alcantara	Parent Coordinator		11/7/13
James Mort	ESL Teacher		11/7/13
Milagros Figueroa	Parent		11/7/13
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 03M208 School Name: ALLMSES PS 208

Cluster: 94CL02 Network: 94N209

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

Part A: Needs Assessment Findings

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

We collect data about our written translation needs through the HLIS form. The pupil accounting secretary inputs all language information into ATS so that we can analyze the language needs of our families. We also have ATS reports for students coming in from other NYC schools that show the main language spoken in their households. Based on the information from those reports we have concluded that many families in our community speak Spanish. We also have a small population of Bengali, French, Haitian Creole, Wolof, Bambara, and Madinka speakers.

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.

Documents from the DOE are translated into Spanish, Creole, French and Bengali. Most school documents are readily translated into Spanish. Currently we are in the process of training a Language Access Coordinator (LAC) for our school in order to meet the needs of all families, especially those who speak languages that do not have translations readily available. Once this training is completed the LAC will relay necessary information to all concerned parties first during an SLT meeting and subsequently at a faculty conference. Any parents who require additional support in the meantime are invited to utilize our in-school supports for translation/interpretation needs. Whenever necessary we contact the Translation/Interpretation Unit for support.

Part B: Strategies and Activities

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

We will provide written translation services to all families who require them. Many of these documents are usually available directly from the DOE. When there are school based documents that need to go home we can translate Spanish in-house but will need to use translation services for Creole, and French. This would need to be provided by an outside vendor or the Translation and Interpretation Unit. When we have a last-minute need to translate documents the ESL teacher first translates documents into Spanish and then uses Google Translate to convert them into French and Creole. Since these are romance languages the Google Translate translation from Spanish is much more accurate than going directly from English. Other languages must be translated with the T/I Unit or an outside vendor. Parents are given the "To obtain translation.." document in the mail along with important school documents.

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.

Oral interpretation services are provided to families who require them for meetings or conferences at school. When the language is Spanish these services are provided by either the ESL teacher, the Parent Coordinator or other bilingual staff members. For French or Haitian Creole we have a paraprofessional on our staff who translates. For other languages these services will be provided by the Translation/Interpretation Unit, or by a properly trained parent volunteer.

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>.

In order to provide families with information in an appropriate language our school utilizes DOE provided documents in Spanish, Creole, and French, but it is more difficult to obtain resources in the less common languages (such as Mandika, Bambara and Wolof). Those languages are spoken by less than 10% of the school community. We also utilize the Translation/Interpretation Unit when necessary. Our school displays signs for translation and interpretation services in all covered languages near the entrance to the school as well as translated signs in front of the men's and ladies' restrooms. The notice "To Obtain Translation of This Document," will be included in letters sent home to families who may require translation. The Parents' Bill of Rights and Responsibilities is sent home to all families in their covered language of preference.

