



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: Young Leaders Elementary School

DBN (i.e. 01M001): 07X369

Principal: JALEELAH COOKE

Principal Email: JCOOKE@SCHOOLS.NYC.GOV

Superintendent: YOLANDA TORRES

Network Leader: DAN FEIGELSON

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
Jaleelah Cooke	*Principal or Designee	
Patrick Nau	*UFT Chapter Leader or Designee	
Love Andujar	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Melissa Cavaluzzi	Member/ Teacher	
Susan Kotansky	Member/ Teacher	
Carli Saftchick	Member/ Teacher	
Johanna Muniz	Member/ Parent	
Jessica Galindez	Member/ Parent	
Wanda Luz	Member/ Parent	
Marienella Echevarria	Member/ Parent	
	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 15 and 16. 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).

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

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

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 14 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
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ 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)

Priority Schools Only

X	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 07X369

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	314	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	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	30
Types and Number of Special Classes (2013-14)					
# Visual Arts	5	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	92.4%	% Attendance Rate			91.9%
% Free Lunch	95.2%	% Reduced Lunch			3.5%
% Limited English Proficient	40.4%	% Students with Disabilities			25.6%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.3%	% Black or African American			15.4%
% Hispanic or Latino	81.4%	% Asian or Native Hawaiian/Pacific Islander			N/A
% White	2.9%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	4.34	# of Assistant Principals			1
# of Deans	N/A	# of Counselors/Social Workers			1
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			6.7%
% Teaching with Fewer Than 3 Years of Experience	50.0%	Average Teacher Absences			7.9
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	4.3%	Mathematics Performance at levels 3 & 4			14.3%
Science Performance at levels 3 & 4 (4th Grade)	60.0%	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			
Priority School	X				

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		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		No
Economically Disadvantaged	Yes			
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	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		No
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		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.									
PS 369's 2012-2013 used recommendations from the prior year's NYCDOE quality review to identify significant areas on which to work, and the relationship among prioritized goals was coherent									
Describe the areas for improvement in your school's 12-13 SCEP.									
Areas of improvement in the 2012-2013 SCEP included mid-management teacher effectiveness, use of data, systems for social and emotional development, and reciprocal communication with families.									
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.									
Inconsistent systems and organization diminished focus on SCEP goals.									
Describe the degree to which your school's 12-13 SCEP was successfully implemented.									
Implementation of Goal #4, relating to the initiation of the Positive Behavior Intervention System in support of students' social and emotional development, showed considerable promise. School-wide PBIS was launched, and the strategies and activities listed as part of the goal took place.									
Were all the goals within your school's 12-13 SCEP accomplished?				<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	X	<input type="checkbox"/>	No
If all the goals were not accomplished, provide an explanation.									
Implementation of other goals was inconsistent. Academic rigor and Common Core alignment remain areas in need of strengthening.									
Did the identified activities receive the funding necessary to achieve the corresponding goals?				<input checked="" type="checkbox"/>	X	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No

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.				
PS 369 serves a high number of students with disabilities and English Language Learners, in addition approximately 80% of our classroom teachers are new to the profession and are in need of intensive professional development.				
List the 13-14 student academic achievement targets for the identified sub-groups.				
Lowest Third of the school population				
Describe how the school leader(s) will communicate with school staff and the community.				
Staff: Grade meetings, inquiry teams, faculty meetings, online resources, pd calendar, Rubicon Atlas curriculum mapping portal, collaborative Google docs. Community: Monthly newsletter, Wiki website updated daily/weekly, as appropriate, Datacation portal, robo-phone messaging, text messaging / email communication, progress reports, monthly parent meetings				
Describe your theory of action at the core of your school's SCEP.				
PS 369 will meet every student where they are, supporting the development of their academic, social, emotional, physical, and cultural growth by ensuring a comprehensive curriculum; a highly effective teaching staff, who consistently use differentiated data-driven instruction and effective pedagogical practices school-wide; offer a variety of enrichment opportunities that foster creative, imaginative, and thoughtful exploration; in classrooms designed to create a welcoming and safe learning environment filled with a multitude of books, resources and materials and a culture of collaboration and celebration of successes, large and small.				
Describe the strategy for executing your theory of action in your school's SCEP.				
CCLSS curriculum, Professional Development on Danielson competencies and effective pedagogical practice, weekly grade meetings where teachers and coaches use daily student performance data and analysis of student work to monitor progress, identify gaps and design engaging, differentiated, and rigorous learning tasks, activities and assessments, PBIS to support social				

emotional growth, Intervention teams to support the development and implementation of individual and small group intervention services.

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

We have one unified instructional focus for the entire year. We plan to lift the level of academic achievement and instructional rigor through the effective implementation and institutionalization of best practices in effectively using student data to drive instructional decisions around implementation of CCLS aligned instruction.

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

Our monthly Professional Development Plan and calendar includes off and onsite workshops and coaching for the teachers focused on professional development 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).

"School leaders acknowledge that as a result of their analysis of running records and other assessment data they are beginning to revise curricula and modify instruction for students who are still developing their skills especially in the area of vocabulary development. With that said there is still inconsistent evidence that across grades and content areas, all teachers use assessment data to address and build on skills needed for improvement in overall academic achievement by all students."

Review Type:	QR	Year:	2012-2013	Page Number:	5	HEDI Rating:	Proficient
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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
X	2.4 School leader's use of resources	X	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 teachers will use student data binders, that include weekly growth charts, disaggregated by subgroups, engage in at least two data conversations with school leaders to demonstrate their ability to use student data to design differentiated, rigorous lesson plans, tasks, activities and assessments, as evidenced in presentation of their action plans for targeted subgroup(s).

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. Teachers will engage with administrators and academic coaches in data-driven conversations using prescribed protocol for analyzing student work and prescribed format for data binders (2.2)
2. F-status coach will facilitate data conversation, support teachers in refining data collection procedures, and in developing a structured action plan with concrete, actionable instructional next steps (2.3)
3. Key emphasis increased attention to analyzing data to inform instructional groupings, resulting in more targeted instruction (2.2)
4. New teachers will receive professional development (through peer-mentoring)on instructional strategies for differentiating tasks and assessments, maintaining rigor, and working with small groups (2.4)
5. F-status administrator will assist administration with calibrating low inference notes to Danielson rubric.
6. Teachers will use the identified instructional next step to revise curriculum maps and lesson plans leading to intensified learning opportunities for students in subgroups (specifically SWD, ELL, and students identified as achieving in the lowest third of their grade). (2.5)
6. Grade level meetings will include collaborative planning, review of student work, identifying gaps and determining next steps 2.3

B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> Administrators and coaches will use students' work and formal assessment data to engage teachers in one-to-one conversations to identify whole class and individual student needs Administrators and coaches will align next steps from data conversation to teachers' professional development goals Coaches will offer professional development to teachers and mentor teachers in using the instructional grouping template as a tool to support strategic instructional decision making Grade teachers, coaches and administration will revise curriculum during weekly 90 minute common planning sessions
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> Administrators and coaches will conduct monthly spot checks of data binders and support teachers ability to organize and update data using a school-wide data binder system and Teacher's College Assessment Pro Monitoring of progression of professional goal setting plans will occur quarterly Monthly classroom visits from coaches will assess effectiveness of instructional groupings and inform professional development on instructional grouping Administrators will conduct frequent informal and formal observations, as documented in Advance
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> September 2013- Ending June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> weekly common prep periods school-wide format and protocols for data binders professional development opportunities offered to targeted groups of teachers based on identified needs F-status Math Coach hired to provide teacher support

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
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		PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs	X	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).			
"...most students have yet to conceptualize and articulate higher order thinking in their work, leading to limited progress in their learning."			
Review Type:	Quality Review	Year:	2012-2013
Page Number:	5	HEDI Rating:	Developing

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.			
	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, teachers will embed UDL to differentiate and DOK strategies to add rigor to students' tasks and assessments in math and ELA. In ELA, 25% of students at level 2, will obtain an improvement of at least one level on the writing rubric in each classroom as measured by periodic assessment- Teachers College Reading and	

Writing Assessment Pro and will increase at least 2 reading levels. In math, 25% of students performing at level 1 will move one benchmark as measured by problem solving rubric designed by grade-level inquiry teams.

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. Focused professional development to provide instructional support for teachers to develop understanding Common Core Learning Standards
2. Monthly inquiry group lead by Special Education coach will be embedded within 90 minute common planning time across all grades. The emphasis of inquiry will be on providing multiple learning pathways and utilization of Universal Design for Learning (UDL) strategies within lessons to facilitate learning for various learning styles.
3. Utilization of flexible grouping for students with strategic scheduling of push-in support from SETSS, ESL, and related service providers resulting in more targeted small group instruction during writing for identified Tier II students.
4. All K-3 students will use Foundations to enrich their phonetic awareness and all Tier 2 and 3 fourth and fifth graders will additionally receive Wilson Reading Interventions
5. All teachers will participate in intervisitations to observe best practices resulting from the school-wide inquiry foci.
6. Afterschool Tier 2 interventions will be offered to students in both ELA and Math. Teachers will be offered per-session.

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

1. Teachers sharing learning from TC calendar days, TC Units of study in writing utilizing Pathway as resource with additional monthly support from TC staff developers
2. Network Teacher Team Leader Meetings to develop facilitation skills in special education coach
3. Formation of Intervention Team to support school-wide implementation of RTI approach
4. Hiring of an F-status Math Coach
5. Purchase Foundations kits and materials for all K-3 classrooms
6. Our reading rescue will provide one-to-one targeted reading intervention to our Tier 2 and 3 first grade students

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

1. Administration will provide observations and feedback
2. Coaches to provide instructional support
3. Administration will monitor student progress through regular evaluation of student work
4. Advance formal and informal observations with specific feedback in component 3b- using questioning and discussion techniques and component 3c- engaging students in the learning

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

1. September 2013-June 2014

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

1. Teacher’s College Reading and Writing Project Workshops and on-site coaching
2. weekly 90 minute common planning time
3. extended day
4. teacher mentors and coaches to provide professional development and in-class support
5. F-status Coach
6. Purchase of Exemplar software for CCLS aligned rubrics
7. Afterschool Program from February-April

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	X	PF Common Core
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	PF ELT		PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	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).							
“...there is little evidence of attention to the instructional shifts related to the Chancellor’s Instructional Expectations (CIE). As a result, students do not have access to curricula that is aligned to CCLS across content areas and unit maps do not consistently reflect tasks that lead to intellectual independence and self-assessment. “							
Review Type:	Quality Review	Year:	2012-2013	Page Number:	4	HEDI Rating:	Developing

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	X	4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture		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, using the language of Charlotte Danielson’s Framework for Teaching, the administrative team will complete a minimum of four informal observations for all teachers and provide actionable feedback, as documented in the Advance platform. Each teacher will contribute at least one actionable next step in order to strengthen teacher practice and support the implementation of the Common Core Learning Standards.

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
<ol style="list-style-type: none"> Teachers will collaborate in professional learning communities to norm and develop a shared understanding of the Danielson framework for teaching 4.3 All teachers will receive monthly professional development aligned to Citywide Instructional Expectations and will be given opportunity to provide feedback 4.3 All teachers will participate in 2 learning walk opportunities using the Danielson rubric to provide low-inference feedback to colleagues 4.2 Teacher mentoring and collaboration through partnerships will provide teachers opportunities to share instructional best practices 4.2 A model classroom lab site will be established to spotlight effective instructional strategies, as measured by the Danielson rubric 4.2
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> Administration and instructional coaches will use Learning Opportunities through Aris Learn to support norming Administration, instructional coaches, network support and lead teachers will facilitate Professional Development Instructional coaches will organize and facilitate learning walks using a prescribed protocol Lab sites will be identified by instructional coaches and administration
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> Administration will conduct frequent informal and formal observations, as documented in Advance Coaches will provide in-class support and review student work Administration will review teachers’ reflection sheets after learning walks and determine school-wide next steps
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> September 2013 – June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> Every teacher will receive a minimum of Common planning time in teacher schedules Coverage to allow classroom interventions

4. Creation of a model lab sites within building
5. Danielson Coach will mentor our teachers on the 22 competencies and provide in class supports

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.

PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
PF ELT	X	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).

"The school climate is a positive learning environment, with adults who collaborate to implement a range of support services that address students' academic and social emotional needs. (1.4) (2012-2103 QR p.3) however according to the 2012-2013 Learning Environment Survey, 38% of teachers disagree and 10% of teachers strongly disagree to the following statement... "My school does a good job...teaching students the social and emotional skills needed in middle school."

Review Type:	Quality Review	Year:	2012-2013	Page Number:	3	HEDI Rating:	P
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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.

X	5.2 Systems and partnerships	5.3 Vision for social and emotional developmental health
	5.4 Safety	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 2014, in order to increase positive social and emotional interactions, teachers will receive training and support for implementing PBIS school-wide every day in every classroom, as measured by professional development sign in sheets and a 20% decrease in OORS reports.

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. Frequent social rewards (including three school dances and monthly assemblies) to celebrate students who consistently meet the school-wide expectations ("...be respectful, responsible, and safe...")5.2
2. To better track problematic behavior, the PBIS team will create a sub-committee to analyze SWIS data on a bi-weekly basis to identify students in-need of additional Tier II behavioral interventions. Identified students will be referred to the Intervention Team for a functional behavioral analysis (FBA) and/or individualized behavior intervention plan (BIP). 5.5
3. PBIS committee will develop a curriculum aligning CCLS and behavioral matrices. The team will lead teachers in planning lessons using informational and literary text that address the PBIS monthly themes of integrity, empathy, etc...5.3
4. The Institute for understanding Behavior (IUB) will support staff with additional training on best practices that will positively support teachers in meeting the diverse social and emotionally needs of students. 5.2

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

1. PBIS committee (includes teachers, guidance counselor, paraprofessional, principal, parent coordinator) will meet monthly to plan and coordinate PBIS events
2. PBIS committee, community service committee (teachers), CBO: Pencil.org, AT Kearney
3. PBIS committee, Intervention team (special education coach, teachers, paraprofessionals, related service providers, social worker, school psychologist)
4. Institute for Understanding Behavior (IUB)
5. PBIS committee, wellness committee (teachers),

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

1. Targeted ticket goals for upper and lower grade students per month, highest percentage of students to meet goals earns social reward, advertisements will remind students of what they are striving towards. All grades will participate in the monthly assemblies with different students being celebrated each month. Additionally, at least 120 students reach the targeted goal for the spring dance.
2. After students are consistently volunteering the number of SWIS incidents will decrease by 5%
3. By January school will identify the students who have a high number of SWIS forms to target through plans like: Checking in and individualized behavior plans.
4. By Spring, all teachers will have the matrices displayed and consistently refer to it to support positive behavior
5. By spring the number of people participating in PBIS meetings and activities will double to 10

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

1. Monthly
2. Every month
3. Weekly
4. Created by January 2014, ongoing evaluation
5. Daily By November 2013, ongoing reference
6. Monthly improvement and changes
7. October and Spring

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

1. Various items for projects like: decorate your own cupcake (and eat it), making slime, origami, garden planting
2. 2 students to be honored, 1 for the most tickets and one who exemplifies the monthly theme, assembly will also include a short presentation reflecting the monthly theme. Themes include friendship, perseverance, etc.
3. planning events, reflecting on school needs, preparing information to share with staff
4. Volunteer committee will organize volunteers to support at lunch and recess, encouraging students to support and help one another
5. Staff will complete SWIS forms on a daily basis to analyze behaviors and identify frequency, location and individuals involved
6. Staff will post matrices provided by the PBIS team and refer to it regularly to encourage positive behavior and support positive interactions
7. Bulletin board will post photos of students from social rewards and assemblies to celebrate positive behaviors
8. Dances will be held to celebrate students who have exemplified PBIS behavior

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		Title IA	X	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. .

	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
X	PF Positive Behavioral Management Programs			X	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).

“Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them”

Review Type:	Quality Review	Year:	2012-2013	Page Number:	6	HEDI Rating:	Developing
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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		6.3 Reciprocal communication
X	6.4 Partnerships and responsibilities		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.

By June 2014, there will be a 10% increase in parent participation in school events by creating a welcoming school environment and holding monthly parent workshops during and after school to support parents’ understanding of school curriculum, the common core standards, and strategies for supporting student achievement, including the importance of good health, exercise and nutrition. We will provide information on a variety of student/parent/family resources, translated, as needed. Increased participation and understanding will be evidenced by attendance sheets and parent surveys.

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

1. We will hold 6 parent workshops for parents addressing all issues related to parenting and supporting learning at home. These opportunities will vary between after-school and during school day ours to accommodate parents varied schedules.
2. Principal will hold quarterly “Coffee with the Principal” meetings with parents inviting parents to bring questions or concerns related to instruction, CCLS, and/or school curriculum in an informal setting
3. We will provide parents with materials during Curriculum Night on Common Core learning Standards so they can support their child at home to improve his\her achievement level (teacher per-session).
4. Monthly Newsletters to inform parents of the units of study Parents are invited to attend end-of-the-unit “Publishing Party” activities so they can get themselves familiarized with TC Reading and Writing Project.
5. Parents are invited to attend workshops for the reading/ math curriculum being implemented by the school and periodic assessments being used to evaluate their child’s progress.

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

1. Partnership with LINCS staff (NYU Langone Medical Center) to provide parenting workshops
 2. Principal, Parent Coordinator, Parent Association President
 3. Partnership with Pencil Organization, Administration, Instructional Coaches, Teachers
 4. Teachers, Parent Coordinator
- Administration, Parent Coordinator, Parent Association President, Instructional Coaches, Teachers

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

1. Reflection/ feedback sheets written by parents
2. Attendance sheets to monitor parental involvement
3. Feedback collected by parent coordinator
4. Attendance sheet to monitor parental involvement
5. Reflection/ Feedback sheets written by parents

- D. Timeline for implementation and completion including start and end dates**
1. October 2013- June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Per-session for teachers
 - 2.

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.

	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

Expanded Learning Time (ELT) Program Description
PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

By June 2013, 5% of lowest third students in grades 4 and 5 will improve one level, as measured by the TC benchmark assessments.

Activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

1. Young Leaders Elementary School will offer an afterschool theatre program, using selected components of the program that are aligned to support targeted reading competencies for level 1 students, especially ELL and SWD.
2. Teachers will work with administration and coaches to triangulate data of level 1 students using NYS ELA data, NYSESLAT, running records, and student on-demand writing to plan targeted small group afterschool instruction through the arts.
3. Teachers and coaches will use student data to support the design of CCLS aligned instruction using UDL strategies and TC units of studies with components of the program matched to the specific needs of each group of students.

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1. Classroom, ESL, SpEd teachers, F-Status ELA coach

C. Identify the target population to be served by the ELT program.

1. Students who obtained level 1 scores as measured by 2013 NYS ELA exam
2. Students in SWD and ELL subgroups

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

	21 st Century	Tax Levy	Title I SWP	Title I TA	Title I PF	C4E
X	Title III	Title I SIG	PTA Funded	Grants	In Kind	

List any additional fund sources your school is using to support the instructional goal below.

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.

Harlem School of the Arts will invite students to their performance and provide afterschool support in reading and writing in the context of a theatre arts program.

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

At this time we have one partner, but other partners are being sort.

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

During our theatre program we are giving students an opportunity to develop their reading and writing skills in the context of a theatre arts program which is more engaging and provides students opportunities to meet the demands of CCLS aligned instruction through multiple modalities of learning.

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

Students will be exposed to theatre and have opportunities to develop their oral expression, participate in a collaborative learning experience, develop written expression, and role play their peers.

C. Describe how the ELT program will address the unique learning needs and interests of all students.

The program uses students' reading and writing data to define small groups and the theatre-related curriculum that will best support each child's individual academic needs. Each theater unit is designed to address specific students' needs by providing multiple modalities for developing reading, writing and oral expression skills, offering opportunities for creative thinking, team collaboration, problem-solving, and peer review.

D. Are the additional hours mandatory or voluntary?	<input type="checkbox"/>	Mandatory	<input checked="" type="checkbox"/>	Voluntary
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E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

Our school aide makes daily phone calls to our families with low attendance. The parent coordinator will make home visits and schedule meetings with families to ensure that parents understand the significant impact that attendance in the program will have on their child's academic success.

F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

We are currently offering an extended morning program and attendance is sporadic because it starts at 8:00am, therefore we are offering this afterschool program as an additional opportunity for ensure that our students performing on level one and level two in reading and/or math receive additional targeted academic support.

G. Are you using an ELT provider procured using the MTAC process?	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No
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H. Describe how you are evaluating the impact of the ELT program on student achievement.

Classroom teachers are tracking student performance and progress and coordinating with the vendor to make appropriate instructional decisions.

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	Programs: Foundations, Teacher’s College Reading Rescue Program, IReady Strategies: shared reading, repeated reading, pre-teaching and reteaching, strategy reading groups, guided reading groups , Shared Writing, Teacher scaffolds, Graphic organizers	Small group Instruction, one-to-one, tutoring	Before school, during school, after school
Mathematics	Programs: GoMath Intensive Intervention kits: Tier II and Tier III, GoMath ELL Activity Guide, Go Math reteach book Strategies: Math fluency drills, graphic organizer for problem solving, UDL approaches	Small group Instruction, one-to-one tutoring	Before school, during school, after school
Science	Teachers will use an interdisciplinary approach to engage students in deeply rigorous cross-curricular instruction, leading to meaningful connections	Small group Instruction, one-to-one tutoring	Before school, during school, after school
Social Studies	Teachers will use an interdisciplinary approach to engage students in deeply rigorous cross-curricular instruction, leading to meaningful connections	Small group Instruction, one-to-one tutoring	Before school, during school, after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Conflict resolution, Socialization skills, Mentoring Groups, Parent Meetings, Push-in character development classroom instruction, Referrals to outside community based organizations	One-to-one , Small groups	Before school, during school, after school

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

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 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 works with partner organizations to identify exemplary candidates:

- Teacher's College Reading Writing Project at Columbia University
- School administration identifies and encourages prospective lead teachers to further their development through leadership programs offered by Bank Street College of Education
- Administration supports recommendations for teachers to pursue their graduate studies through Hunter College, especially the Bilingual and ESL teaching programs

School works through the NYC Department of Education to identify exemplary candidates:

- New teacher finder program
- Open hire (system for teachers seeking new positions)
- Recommendations from colleague principals, Network schools, and current faculty

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).

- Development of collaborative culture and enhanced skills through abundant common planning experiences, collaborative analysis of student work and other data, and professional development throughout the year
- Opportunities to develop skills by attending Teachers College 1-day conferences, longer institutes, visiting other classrooms within school, visiting other schools
- Encouragement and opportunities to participate on school committees

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.).

Presently we have an afterschool theatre program designed with our partners Harlem School of the Arts. The program is designed to use theatre and play writing to support our struggling readers and writers in grades 1-5. In addition, we support our students using a Response to intervention (RTI) approach. Our team of interventionist meets weekly to discuss our at-risk students and create individualized plans to address students' needs.

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.).

In our pre-school classes we use monthly newsletters and periodic progress reporting to keep our parents informed about grade level expectations and students' progress. We maintain a calendar of workshop topics designed to supporting our parents in better preparing their children for kindergarten. We also plan to hold a open house for our families who are transitioning into kindergarten. Our open house is an opportunity for parents to meet our kindergarten teachers and recieve next steps in preparation for September.

Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers work collaboratively on grade level teacher teams to review and design assessments. The teachers also their 90 minute common planning time to design and use rubric in effort to norm grade level expectations. Based on assessment results, teachers use the inquiry process to explore instructional next steps to address trend noted throughout the grade.

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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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);

**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 07	Borough Bronx	School Number 369
School Name Young Leaders Elementary		

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 Jaleelah Cooke	Assistant Principal Anwar Zindani
Coach type here	Coach type here
ESL Teacher Amanda Hosgood/ Rakibat Abiola	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Aiowa Aponte
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	3	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	1
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	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	310	Total number of ELLs	137	ELLs as share of total student population (%)	44.19%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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%)	1	1	1											3
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE	2	2	1	3	2	3								13
SELECT ONE														0
Total	3	3	2	3	2	3	0	0	0	0	0	0	0	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	137	Newcomers (ELLs receiving service 0-3 years)	104	ELL Students with Disabilities	46
SIFE	0	ELLs receiving service 4-6 years	33	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	50	0	10	0	0	0	0	0	0	50
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	54	0	23	33	0	13	0	0	0	87
Total	104	0	33	33	0	13	0	0	0	137

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE Spanish	17	19	15											51
SELECT ONE														0
SELECT ONE														0
TOTAL	17	19	15	0	51									

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	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	10	8	16	23	18								80
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic				1										1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	2		1	1									5
TOTAL	6	12	8	17	25	18	0	0	0	0	0	0	0	86

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)	15	7	0	2	4	8								36

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)		14	15	10	18	9								66
Advanced (A)	7	8	8	5	4	3								35
Total	22	29	23	17	26	20	0	0	0	0	0	0	0	137

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	23	2			25
5	13	2			15
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									0
4	11		12		2				25
5	11		3			1			15
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		7		6				14
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.

1. To assess the literacy skills of our ELLs at P.S. 369, we use a variety of formal and informal assessments. The formal assessments we use include ECLAS and TCRWP. Teachers also use running records in both English and Spanish to evaluate students' reading levels. Estrellita Benchmark Assessments are used to assess Spanish letters, sounds and phonics.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Most of our students are beginner ELLs when they are administered the LAB-R. There were a few advanced ELLs. Most of the advanced ELLs chose ESL as their program. Very few students scored proficient on the LAB-R. For the NYSESLAT, all students who repeated kindergarten scored beginner. In grades one through five, the majority of our students are intermediate ELLs. In the lower grades, we have more advanced level ELLs than in the upper grades. Two second graders scored proficient and one third grader scored proficient on the NYSESLAT.
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](#))

Patterns that reveal where students struggle the most in terms of NYSESLAT modalities will take focus in differentiated lesson planning and instruction. For example, if ELLs tend to struggle with reading and writing, then they will be taught reading and writing strategies explicitly within the contents of their units of study. The ESL teacher will also make efforts to provide push-in ESL service during instruction of the language acquisition modalities that need to be targeted. The AMAO tool has not been released this year, as the RNMR report is not yet available. As soon as this data is made available, we will meet to discuss how we will use the information to inform instruction.
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. For the bilingual program, the majority of our ELLs are intermediate, followed by advanced, and fewest percentage of ELLs scored beginner. In ESL, the majority of ELLs are intermediate according to the NYSESLAT. In first grade, we have more beginners and in fifth grade we have a high percentage of beginners. Second, third, and fourth grades had more advanced ELLs than beginner ELLs. In addition, second and third grade had proficient ELLs. There was one fifth grader who chose to take the state exams in Spanish. He outperformed all of his peers and scored a level 3.

b. School leadership has put together a data team. This team meets regularly to go over the results of the periodic assessments and determine how much progress is made by the ELLs.

c. The data team has noticed that former ELLs tend to outperform their English dominant peers. ELLs are given the option to take the periodic assessments in their native language. Only ELLs who have a solid foundation in literacy skills in their native language benefit from this modification.
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](#).)

Data is used to guide instruction for ELLs based on the following assessments: NYSESLAT, LAB-R, State Math and ELA test scores, content area benchmark assessments, and reading inventories. The data is carefully analyzed, and then used to form instructional groups based on students' levels. There are three tiers of instructional support. For Tier I, mini-lessons are differentiated to support language development for ELLs. When we find that ELLs are still struggling, they are pulled for small group instruction which is a Tier II intervention. If the Tier II intervention is unsuccessful, we meet as a team to talk about ways to support the student with Tier III interventions. We have an Intervention Team that meets weekly. The members of the team include the ESL teachers, Bilingual SETTS teacher, Speech Therapist, Occupational Therapist, Bilingual School Counselor, Bilingual School Psychologist, and the Bilingual Social Worker.
6. How do you make sure that a child's second language development is considered in instructional decisions?

In order to make sure that a child's second language development is considered in instructional decisions, the ESL teacher will analyze assessment documents as well as observe the student in his or her classes to find out what the child needs more support in in terms of second language acquisition. The ESL teacher will then use this information to tailor activities within content lessons to

support the child's second language development needs. For example, if the child makes an error of only using present tense verbs when speaking or writing about historical people and events from the past in relation to the content area of social studies, the ESL teacher will focus on explicitly teaching the student how to form past tense verbs and when to use them.

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, we do not have a dual language program.

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

8. The success of our school's programs for ELLs is evaluated based in students' NYSESLAT scores, periodic assessments, formal and informal assessments conducted by the ESL and classroom teachers, and the communication between the ESL teacher and the classroom teachers to discuss the progress of ELLs in their classroom. We use TC Assessment Pro to track students' reading and writing progress. We use this data to evaluate the success of our ELLs. TC Assessment Pro creates charts with the data and tracks students' progress according to levels 1,2, 3, and 4. We are also beginning to implement Datacation; we will use this program to track our ELLs' progress in math.

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 parents register their child at PS 369 and they are new to the NYC Public School System, they are asked to complete a Home Language Survey in the parent's native language with the support of one of the two ESL teachers. The interview is also conducted at the time of registration. When the Home Language Survey and the interview indicate that the student could be an ELL, the parent is informed that the LAB-R test will be administered to assess the English proficiency of the student. The interview is conducted by the bilingual ESL teacher in both English and in the language indicated by the Home Language Survey. Within ten days of admittance, the ESL teachers administer the LAB-R to the identified students. If the student does not score proficient and their native language is Spanish, the ESL teacher with a bilingual extension will administer the Spanish LAB. Students who have been identified as ELLs through the LAB-R are administered the NYSESLAT in the spring with appropriate testing modifications to assess their English proficiency. In addition, students who were identified as ELLs in previous years and have not yet attained proficiency are also tested again at this time. If we do not have the sufficient number of students with the same home language or two contiguous grades and the parent wants either a bilingual or dual language program, we send the information to ELLProgramTransfers@schools.nyc.gov.
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.
 2. After a student has tested eligible for ESL services, the parent is invited to come to an orientation. Flyers, brochures, and an invitation to the orientation is sent home in the native language one week in advance, with two dates and times. The day before the first orientation, the parents are invited in person or via phone. The parent orientation is held in Spanish and is lead by the bilingual ESL teacher with support from the bilingual Assistant Principal. The meeting starts out with introductions and parents are informed of the purpose of the meeting and the process that was taken to identify their child as an ELL. Next, the parents watch the NYC DOE Parent Orientation video that describes the three programs offered by the city for ELLs (Transitional Bilingual, Dual Language, and Freestanding ESL). We show the video in the native languages of the parents at the meeting. Next, there is a question and answer session to clarify any questions or concerns parents may have. If the parent speaks a language

other than Spanish, we provide a translator that speaks the language who will be able to answer any questions that the parents may have. After the question and answer session, parents complete the Parent Survey and Program Selection form. Assistance is provided to illiterate parents. After the meeting, the ESL teacher contacts any parents who were unable to attend to schedule an alternate time that works best for them. If the parent is unable to come the alternate appointment, we have translated literature that is sent home to the parent with the parent choice form. If we do not hear back from the parents, it is assumed that the parents have chosen the default option of a Transitional Bilingual Program. The school will place the child in the appropriate class within 9 days.

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](#)].)

3. Entitlement Letters are distributed in the child's native language and within the first 10 days of enrollment. The ESL teachers make copies of these letters and keep them in the ESL Compliance Binder. At the Parent Orientation, Parent Survey and Program Selection forms are distributed, filled out and collected. The questions on the Parent Survey are read aloud in the native language to parents so that parents who struggle to read are able to accurately fill in their answers. If parents need more time to make their decision, they can take the Program Selection forms home and return them to the ESL teacher the next day. If the form is not returned, the ESL teacher will call the parent and schedule a time for the parent to come in. If the ESL teacher is unable to reach the parent by phone, she will try to find the parent in person at dismissal. Follow-up calls are made to the home by the ESL teachers and translators as needed to ensure 100% compliance. If after several attempts to contact the parents, we do not hear back from the parents, it is assumed that the parents have chosen the default option of a Transitional Bilingual Program.

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.

4. Based on the results of the LAB-R assessment, the ESL teachers will determine which students will receive services. At the Parent Orientation, the parents will be asked to fill out a Parent Choice Survey and Form. This session will be conducted in the native language of the parents. If the parent chooses a transitional bilingual education program, their child will be placed in a bilingual setting. If the parent chooses a freestanding ESL program, their child will be placed in a monolingual classroom with push-in and/or pull-out ESL services. ELLs will begin receiving services within 9 days after being identified as an ELL. If the parent chooses a program that we do not offer, we will seek out alternate placements in other schools. We also let the parents know that they have the option to make a choice that our school doesn't have. In this situation they will transfer to another school. Parents can also refuse a transfer and we will let them know that if we have 15 students in two consecutive grades with that same choice, we will open a class in our school. If we do not have the sufficient number of students of the same home language, same grade level, or two contiguous grades, and the parent adamantly wants either a bilingual or dual language program, we send the information to ELLProgramTransfer@schools.nyc.gov.

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.

All ELLs are administered all sections of the NYSESLAT each year. The ESL teachers create a schedule to let classroom teachers know what dates and times the ELLs will be administered each modality of the NYSESLAT. The schedules take into account testing modifications for students with IEPs. There are also make-up dates built into the schedule in case students are absent. We begin with the speaking portion of the exam. The speaking is administered and scored by the ESL teacher who has not been servicing the students in a one-on-one setting. The listening, reading and writing portions of the exam are administered in small group settings by the ESL and bilingual teachers. The NYSESLAT is scored by a team of teachers. This team includes two ESL teachers and one bilingual teacher. Teachers do not score more than 50% of any exam. Teachers also do not score any part of the exams of students they service.

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.  After reviewing the Parent Survey and Program Selection forms from the past few years, the trend has consistently been that parents prefer Transitional Bilingual Education. In the 2013/2014 school year, there were a total of 24 new ELLs identified. 67%

of parents chose TBE, 33% of parents chose ESL, and 0% of parents chose Dual Language. Four of the students who chose ESL have a home language other than Spanish. Therefore, the only program available in the city for these students is ESL. When you take this into account, 80% of Spanish dominant parents chose TBE. In the 2012/2013 school year there were 34 new ELLs identified. 82% of parents chose TBE, 0% chose Dual Language, and 18% of parents chose ESL. In the 2011/2012 school year, out of 22 parents total, 82% chose TBE, 14% chose ESL and 4% chose Dual Language. Currently P.S. 369 offers TBE in grades K to 2 and ESL in grades K through 5.

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])?
 - 1a. Entitled ELLs receive a combination of push-in (co-teaching) and small group pull-out services according to their needs. The ESL teachers always collaborate with the classroom teachers to differentiate instruction and materials so they are age and grade appropriate. Entitled ELLs have the opportunity to participate in a transitional bilingual program in kindergarten, first, and second grade.
 - 1b. Students in ESL are grouped heterogeneously by grade level. The ESL teachers have flexible groupings so that students that progress at different rates can continue making progress.

Paste response to questions here:

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)?

2. The languages of instruction in the TBE model are English and Spanish in accordance with NY State Guidelines' mandated number of instructional minutes as determined by the results of either the NYSESLAT or the LAB-R. The language of instruction of the Freestanding ESL model is English with native language support. Students in the Freestanding ESL program model receive rigorous language arts and grade level content area instruction. The students' first language and culture is accessed in instruction of cultural events such as Day of the Dead, Latino Heritage Month, Independence Days, and children are encouraged to share experiences from their home culture. In both programs, students at the Beginning and Intermediate levels receive 360 minutes of ESL instruction per week and students at the Advanced Level receive 180 minutes of ESL instruction per week. There is a bilingual meeting one period each week during which the TBE teachers, the ESL teacher, the bilingual SETSS teacher and the principal discuss ideas to improve instruction for the ELLs. Advanced ESL students receive 180 minutes per week of ELA. Students in TBE receive 180 minutes per week of Native Language Arts.

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.

3. A variety of instructional approaches and methods are used to develop academic language and higher level thinking skills and meet the demands of the Common Core Learning Standards. Scaffolded instruction with age and grade appropriate materials includes modeling, bridging, oral interviews, contextualization which includes field trips, schema building through semantic mapping, time lines, and a wide variety of graphic organizers. Metacognitive skills are developed through read-alouds. Scaffolds for Listening and Speaking Skills are delivered through modeling, the use of visual texts, picture libraries, computer images, timelines, and realia, through the audio support of stories on tape, educational internet programs, DVD programs, chants, songs on tape and CDs, and hands-on activities. Read-Alouds with Accountable Talk, note-taking as a comprehension strategy, giving classroom presentations and unit celebrations also build and support Listening and Speaking skills.

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

4. Upon initial enrollment, an informal interview is conducted in the child's native language to evaluate basic conversational skills. After students complete a LAB-R, the Spanish speaking ELLs are given a Spanish LAB by the NY State certified ESL teacher with a Bilingual Extension. ELLs are evaluated in their native language by the bilingual SETSS teacher and bilingual ESL teacher using Heinemann Spanish running records and the Estrellita phonics assessment. Assessing students' native literacy skills gives teachers a deeper understanding of how to best meet the students' needs. Those students that are not Spanish speakers are asked to write a short essay in their native language. They are also asked to read a paragraph from a book in their native

language.

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

To ensure that ELLs are appropriately evaluated in all four English language acquisition modalities-listening, speaking, reading, and writing, the ESL teachers use a series of formal and informal assessments to guide their evaluation of each of the ELLs they service. The ESL teachers then meet with the classroom teachers to use the data collected in order to collaborate on strategies to support ELL needs and inform their instruction.

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).

At-Risk ELLs receive Extended Day instruction in English using guided reading. All are included in after-school math and literacy programs which are in English. Home support is offered by the Bilingual Parent Coordinator; nurturing emotional support is offered by all staff and especially by the bilingual School Social Worker and School Psychologist. Although we have no Long-term ELLs, our plan is to use age and grade appropriate, high-interest materials and internet sources for ESL, NLA, and ELA instruction during the number of minutes required by NY State guidelines. Students who scored Proficient on the NYSESLAT receive instruction from the ESL teacher and time-and-a-half during tests. Newcomers benefit from small group instruction with native language support.

a. We have two SIFE students in fifth grade. Our plan for the SIFE students is to include them in Extended Day and in all school programs and activities. They receive ESL and ELA instruction according to the NY State guidelines with age and grade appropriate materials. They also receive native language support from their classroom teacher and the bilingual ESL teacher when needed. The classroom teachers and ESL teacher collaborate to modify the curriculum to meet the needs of these students. SIFE students also receive differentiated assessments to track their individual progress. Support in math is given in the native language and students are assessed in the native language in math.

b. Our newcomers are placed according to parent choice in either a Freestanding ESL program or TBE program. These students will receive ESL, NLA, and EIA instruction according to the NY State guidelines with age and grade appropriate materials. In addition, these students are invited to attend the Extended Day instruction which is taught in English using guided reading to help push students forward in reading levels. Home support is offered by the Bilingual Parent Coordinator; nurturing emotional support is offered by all staff and especially by the bilingual School Social Worker and School Psychologist.

c. Students who have been receiving services for 4-6 years receive Extended Day instruction. Differentiated, scaffolded ESL instruction uses trade books, Teachers College Readers and Writers Workshop Project, and Rigby's On Our Way to English Guided Reading program. Comprehension is supported through use of pictures, realia, hands-on activities, graphic organizers, and bilingual dictionaries and glossaries. SmartBoard instruction and Stech-Vaughn, Hampton-Brown, and Wonder audiocassettes provide visual and aural support. Phonics instruction includes Words Their Way and Foundations Wilson Language Basics. Ongoing, flexible grouping addresses individual reading, decoding, and comprehension strengths and weaknesses as children progress through the year. Scaffolds include Modeling, Bridging, Interviews, Contextualization which includes field trips, Schema building through semantic mapping, time lines, and a wide variety of graphic organizers, and Metacognitive Development through Read-Alouds. Content area instruction is enhanced through lengthened mini-lessons and websites such as Time for Kids, eThemes/eMints, KidsClick, and Kidzone. Differentiated content area instruction includes Everyday Math, FOSS science and Journeys: English Language Teaching through ELA and Science, Rosen Classroom Science Books and Materials. Classrooms are supplied with Core Curriculum Libraries for Science and Social Studies. Classroom libraries are leveled according to Fountas & Pinnell reading levels. Students perform individualized tasks in Acuity which target their individual areas of weakness and can be done at home as well as in school. A varied arts program offers participation in visual arts, vocal and instrumental music, including keyboards, and participation in creating and presenting live, on-stage drama and musical performances. Tracker monitors student progress and is used to inform instruction throughout the year. Ongoing collaboration among ESL, SETSS, AIS and classroom teachers also tracks student development, identifies areas of need, plans differentiated instruction, and supports the student.

d. Although we have no Long-term ELLs, our plan is to use age and grade appropriate, high-interest materials and internet sources for ESL, NLA, and ELA instruction during the number of minutes required by NY State guidelines.

e. Former ELLs continue to receive testing modifications and when the ESL teacher pushes in to service her ESL students, she also checks in with formal ELLs to make sure they grasp the contents of the lesson and provides support as needed.

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?
7. The ESL and classroom teachers of ELL-SWDs use instructional strategies and grade level materials to provide students with access to academic content and guide students in accelerating English language development. Teachers of ELL-SWDs follow students' IEPs in regards to academic and language goals for each student and services that these students are mandated to receive. These services include SETTS, Speech, OT, PT and ESL.
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?
8. The ESL and classroom teachers communicate with the other service providers to strategize plans and scheduling that are carefully aligned to meet the diverse needs of each student, so they have equal access to their education and are able to receive the opportunity to meet their IEP goals and attain English proficiency.

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

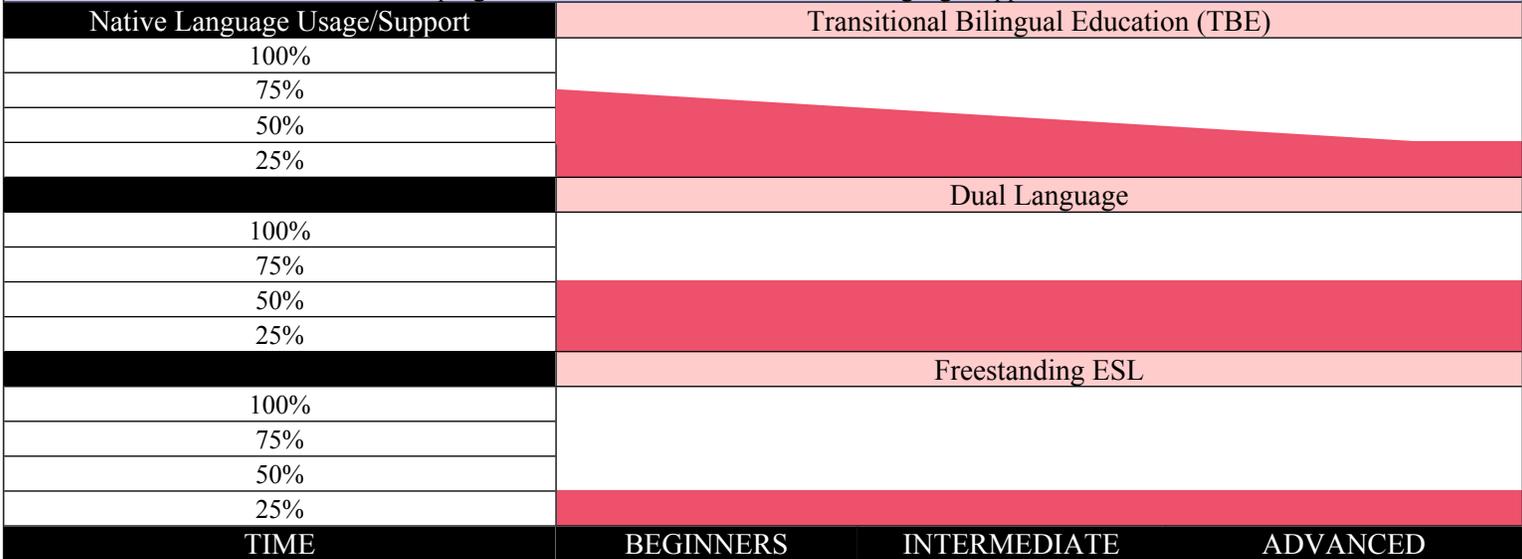
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.



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.
9. Targeted intervention programs for ELLs include Extended Day sessions; these sessions are divided into six week cycles and include groups of students based on reading and math levels. For the ELA groups we use targeted guided reading instruction, to teach students strategies to move to the next level. The math curriculum that we use, Go Math, has tier I, II, and III interventions to provide scaffolded instruction; in addition, Go Math includes ELL modifications for needed language support. Moreover, classroom teachers use differentiated small group instruction to intervene for ELLs in ELA, math and the content areas. The ESL and SETSS teacher provide support through small group instruction with a push-in as well as pull-out approach.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
10. The ESL teachers provide push-in and pull-out ESL support. They collaborate with the classroom teachers to plan and prepare lessons and materials that are age, grade, and developmentally appropriate for the students they service. In addition, the ESL teachers provide language support scaffolds which are left in the classroom for students to use throughout the school day; these scaffolds include charts, posters, and handouts.
11. What new programs or improvements will be considered for the upcoming school year?
- We have made improvements to our Estrellita Spanish phonics program by offering training to out of classroom staff so they can support their students in both push-in and pull-out groups. We invested in Foundations, an English phonics program, to support the acquisition of English sounds. We assessed students and strategically grouped them into Foundation groups based on their needs. This year we have a bilingual SETSS teacher who provides mandated and at-risk students with academic support. We also funded an additional full time ESL teacher to meet the needs of our growing ELL population.
12. What programs/services for ELLs will be discontinued and why?
12. We do not have any programs or services that will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. ELLs at P.S. 369 are afforded equal access to all school programs. ELLs participate in Extended Day and after school programs. The goal of the after school program is to support students with English language development.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. Differentiated, scaffolded ESL instruction uses trade books, Teachers College Readers and Writers Workshop Project, and Rigby's On Our Way to English Guided Reading program. Comprehension is supported through use of pictures, realia, hands-on activities, graphic organizers, bilingual dictionaries and glossaries. SmartBoard instruction and Stech-Vaughn, Hampton-Brown, and Wonder audiocassettes provide visual and aural support. Phonics instruction includes Words Their Way and Foundations Wilson Learning Basics. Ongoing, flexible grouping addresses individual reading, decoding, and comprehension strengths and weaknesses as children progress through the year. Scaffolds include Modeling, Bridging, and Interviews; in addition, Contextualization is another method used which includes field trips, Schema building through semantic mapping, time lines, a wide variety of graphic organizers, and Metacognitive Development through Read-Alouds. Content area instruction is enhanced through lengthened mini-lessons and websites such as Time for Kids, eThemes/eMints, KidsClick, and Kidzone. Differentiated content area instruction includes Everyday Math, FOSS science and Journeys: English Language Teaching through ELA and Science, Rosen Classroom Science Books and Materials. Classrooms are supplied with Core Curriculum Libraries for Science and Social Studies. Classroom libraries are leveled according to Fountas & Pinnell reading levels. Students perform individualized tasks in Acuity which target their individual areas of weakness and can be done at home as well as in school. Ongoing collaboration among ESL, SETSS, AIS and classroom teachers also tracks student development, identifies areas of need, plans differentiated instruction, and supports the student.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
15. In the TBE program, ELLs are instructed by NY State Certified bilingual teachers. Students are heterogeneously grouped by grade level. The teacher differentiates instruction to make sure students are receiving the appropriate number of minutes in English depending on their NYSESLAT or LAB-R level (advanced, intermediate, or beginner). Teachers use an accelerated Spanish phonics program called Estrellita to teach initial sounds, syllables, words, and sentences. This program also has an assessment component. We do not have a Dual Language Program due to Parent Choice survey responses in the current and past

school years. However, if we did have a Dual Language Program, we would hire additional New York State Certified bilingual teachers who would appropriately service students in their native language (Spanish) and English as mandated by New York State law. This would require one NYS certified bilingual teacher per grade level in order to service students as they move up each grade level. The ESL teachers provide native language support through assessments that contain prompts in the students' native languages. Moreover, the ESL teachers provide lists of cognates for students to memorize and quickly acquire.

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

GO Math! is a math program which has been implemented in the school wide curriculum for the 2013/2014 school year. This program has ELL modifications for every lesson which include vocabulary enrichment for math concepts. Moreover, our school provides push-in ESL services that correspond to ELLs' ages and grade levels; while providing push-in ESL service, the ESL teachers support their students using methods and materials that provide comprehensible input for each of the ELLs serviced. For example, materials used to support ELLs include pictures, graphic organizers, and highlighted text. In addition, all lessons are grade level appropriate and CCLS aligned for each content class.

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.

Before the beginning of the school year, newly enrolled ELLs have access to tours of the school building and meetings with the parent coordinator. When new ELLs enroll throughout the year, they are greeted in their native language by the ESL teachers and welcomed into our school. They fill out paperwork in their native language and can ask questions to our bilingual secretary regarding the registration process. The ESL teacher brings the new ELL to their classroom to introduce them to their new teachers and classmates. The ESL teacher also helps the new ELL by gathering materials they may need and having them sit next to a friend that speaks their native language when possible.

18. What language electives are offered to ELLs?

We do not currently offer any language electives to any students at our school.

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. The professional development plan for all ELL personnel at P.S. 369 is to attend monthly PDs led by Caihua Huang, the ELL achievement coach of the CFN 203 network. ELL teachers are also required to attend Teacher's College Reading and Writing Project Workshop PDs that are in line with their developmental needs as ELL educators.

2. Go Math, a Common Core Learning Standards (CCLS) aligned curriculum which includes ELL modifications and intervention support, is used school wide from grades K-5. All teachers including ESL and bilingual teachers are provided opportunities to attend professional development workshops in order to be trained on how to use the Go Math program throughout the grade levels. In addition, the bilingual team and ESL teacher meet weekly to do inquiry work and discuss strategies to support the ELLs. We periodically have a TC staff developer come into the school to work with the ESL and General Education teachers to differentiate the curriculum to meet the needs of ELLs as they engage in the CCLS.

3. Our bilingual guidance counselor, Stephanie Nunez, collaborates with the classroom teachers, ELLs and their families with the transition process from elementary school to middle school. She helps parents with the application process and gives advice on schools and programs based on the individual needs of each child, and sets up field trips for students to visit potential middle schools. Fifth grade teachers will send the 5th grade ELLs to middle school with a Literacy and Math "toolkit". It is a personalized folder that includes subject appropriate supports. Some examples include: personalized word walls, mini-strategy charts, and math procedure charts supported by pictures.

4. Teachers will spend 7.5 hours or more learning about how to support ELLs. These hours will take place during monthly Staff Meetings, on NYCDOE Professional Development days, and/or during Thursday Morning Professional Development (37.5 minutes). These PD days will be lead by the ELL Network Specialist, the ESL teacher, and/or an outhouse expert. Our ESL teacher will meet regularly and communicate with the classroom teachers on how to integrate instructional strategies to address the needs of the ELL population; specifically for our newcomers, long-term ELL's, and students who have reached proficiency. These meetings will take place during grade level common preparation periods. Topics for these meetings and sessions will include the development of academic language in the content areas, the role of fluency in comprehension, and activating prior knowledge to support the development of language in the content areas. In addition, our ESL teachers will work closely with the classroom teacher, SETSS teacher and AIS teacher to address the needs of our ELL/Special Education students. When we give a staff PD, the staff members sign a sign in sheet; the sign in sheet is kept in the ESL compliance binder.

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. Parental involvement for ELLs includes participation in an ELL orientation; at this meeting, the ESL teachers provide information about language programs provided at the school as well as any program provided by the New York City Department of Education that we may not have at the school such as a Dual Language Program. Parents also complete Parent Choice Surveys at the orientation. The Parent Choice Surveys give them a direct say in the type of language program they want provided for their children. The bilingual ESL teacher and other bilingual staff help translate this information to Spanish speaking ELL parents. Parents of ELLs also take part in Back to School Night. At Back to School Night parents are greeted by the school administration and staff, and they are also provided important information pertaining to the school year. Bilingual school staff also serve as translators during Back to School night. In addition, parents of ELLs take part in Parent Teacher Conferences in order to obtain information about the academic progress of their children.
 2. P.S. 369 partners with a nutritional representative from the Institute for Family Health, Christina Sakowski, to organize a wellness policy at our school; through this partnership, we are organizing various methods to promote healthy lifestyles for our students and their community. One of the objectives of this partnership is to educate parents on nutrition and healthy living and for them to understand the correlation between a healthy lifestyle and academic success. In addition, we have a partnership with NYU link which works with Mexican parents of kindergartners. There are three components to their research. They interview parents to find out more about the home environment, they work with students to do an assessment, and they give the classroom teacher a questionnaire.
 3. To evaluate parent needs, the principal will be having a quarterly "Coffee with the Principal" meeting in which she will ask the parents questions about their needs. She will use this data to make instructional decisions. There will be bilingual translators available to support parents and help facilitate the meeting.
 4. Parental involvement activities are created based on the needs and concerns expressed during the "Coffee with the Principal" meeting.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: Young Leaders Elementary

School DBN: 07X369

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jaleelah Cooke	Principal		12/20/13
Anwar Zindani	Assistant Principal		12/20/13
Aiowa Aponte	Parent Coordinator		12/20/13
Amanda Hosgood/Rakibat Abiola	ESL Teacher		12/20/13
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 07x369 School Name: PS 369 Young Leaders Elementary

Cluster: 2 Network: CFN 203

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.

In order for PS 369 to establish and maintain a two way channel of communication between parents and staff members, we provide translation and interpretation services in languages other than English. These needs are identified using the Home Language Information Survey (HLIS). We provide written and oral communication in the language requested in Part III of the HLIS form. The ESL teachers have a list of all second languages spoken by staff members in the building.

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.

The majority of our parents have a home language of Spanish so we provide all documents and information sent home in Spanish. New teachers in the school community are made aware of these findings during meeting with the ESL teachers.

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.

Parents are informed of the translation/ interpretation services through written notification, an enrollment packet, principal letters, flyers and through bilingual school staff at the parent orientation. Signs and flyers posted in the building are in English and Spanish. Our bilingual secretary translates documents that are sent home to parents in need of language assistance services. In order to ensure this translation is done in a timely manner, we do not send anything home until all documents have been translated.

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

The assistant principal, ESL teacher, main office staff, parent coordinator, many teachers, many educational assistants, and all school aides are fully bilingual and provide translation and oral interpretation when necessary and at formal meetings and assemblies.

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>.

PS 369 provides each parent who require language assistance and whose primary language is a covered language with a copy of the Bill of Parent Rights and Responsibilities. This document describes their rights regarding translation and interpretation services. Safety plan procedures are also provided to parents in their native language.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Young Leaders Elementary Schoo	DBN: 07x369
Cluster Leader: Charles Amundsen	Network Leader: Dan Feigelson
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 84 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Young Leaders Elementary School proposes a theater afterschool program for our ELLs.

Data from our recent NYSESLAT and ELA scores show that our ELLs continue to need extra support developing their English proficiency in the areas of reading, writing, listening and speaking.

We propose using a theater program to develop and refine these skills. Theatrical Rights Worldwide has volunteered three professional actors to work with our students to write and act out plays.

The program will take place after school, on Tuesdays and Wednesdays from 3:00 to 4:30pm.

4th and 5th grade ELLs will participate in this program from November to December. 3rd grade ELLs will participate in this program January and February. 2nd grade ELLs will participate in this program March and April.

This program will be run by three certified bilingual/ ESL teachers.

Students will take field trips to Teatro SEA where they will have the opportunity to see professional plays.

Part C: Professional Development

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

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

Begin description here:

The actors from Theatrical Rights Worldwide will be providing professional development workshop for teachers (both those teaching in the Title III afterschool program, plus others who teach ELLs in their classrooms). This workshop will focus on creative ideas to encourage the development of oral language skills and ways to incorporate theater in reading and writing in the classroom.

The training will take place on a Tuesday from 3:15 - 4:45, before the program begins.

Part C: Professional Development

In addition, the afterschool teachers will work as a team to design the program curriculum, and monitor the students' progress.

Part D: Parental Engagement Activities

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

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

Begin description here:

At the conclusion of each program segment, there will be a event during which the parents will be invited to watch their children perform the play they have written and practiced. Together, the students, parents / guardians, teachers, and professional actors will celebrate all the progress the students have made.

Parents will receive both a verbal invitation and a flyer sent home in their native language.

Part E: Budget

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

Allocation Amount: \$11548

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$9,686.61	3 teachers, 1.5 hours on each of 2 days per week, at \$50.06 per hour (including fringe), for 21 weeks. This includes 1 day of teacher planning.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		None
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, 	<u>\$1,061.39</u>	<u>We will purchase Spanish materials relating to reader's theater so that students can practice skills learned in the program in their native language in the bilingual classrooms.</u>

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11548

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	\$0	None
Travel	\$800	Students will take field trips to Teatro SEA.
Other	\$0	
TOTAL	\$11,548	as above