



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: THE PERFORMANCE SCHOOL
DBN (i.e. 01M001): 07x385
Principal: MS KIMBERLY SHELLEY
Principal Email: KSHELLE@SCHOOLS.NYC.GOV
Superintendent: YOLANDA TORRES
Network Leader: MEGHAN KELLEY

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
KIMBERLY SHELLEY	*Principal or Designee	
MANUEL ROSA	*UFT Chapter Leader or Designee	
HOPE RODRIGUEZ	*PA/PTA President or Designated Co-President	
BETTY JENKINS	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	
TANYA ROSA	Member/ PARENT	
DIANA CARDENAS	Member/ PARENT	
JAC OCASEY	Member/ TEACHER	
DOREEN EDWARDS	Member/ TEACHER	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

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

Priority Schools Only

	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 07X385

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	231	SIG Recipient	Yes
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	7	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	14	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	89.2%	% Attendance Rate			90.3%
% Free Lunch	94.5%	% Reduced Lunch			2.9%
% Limited English Proficient	24.2%	% Students with Disabilities			25.3%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.5%	% Black or African American			36.5%
% Hispanic or Latino	61.1%	% Asian or Native Hawaiian/Pacific Islander			0.7%
% White	1.2%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	0.16	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	5.4%	% Teaching Out of Certification			17.9%
% Teaching with Fewer Than 3 Years of Experience	21.4%	Average Teacher Absences			9.1
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	7.4%	Mathematics Performance at levels 3 & 4			7.9%
Science Performance at levels 3 & 4 (4th Grade)	59.7%	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			No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	No	Limited English Proficient			No
Economically Disadvantaged	No				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	No	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	No	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			Yes
Economically Disadvantaged	Yes				

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.						
<p>One strength is that the school was able to identify the following as areas needed to improve teacher practice: (1e) Designing coherent instruction, (3b) Using questioning and discussion techniques and (3d) Using assessment in instruction as areas needed to improve teacher practice.</p> <p>Another strength was that Astor, a Community Based Organization (CBO) was used in part as efforts to reduce student social emotional concerns noticed.</p>						
Describe the areas for improvement in your school's 12-13 SCEP.						
<p>Some of the areas needing improvement from last year's SCEP are:</p> <ul style="list-style-type: none"> -Using Designing Coherent Instruction, Using Questions and Discussions Techniques, Using Assessments in Instruction, and other Danielson components to frequently observe teachers and provide feedback. -Increasing the amount of children receiving a proficient score on the NYS ELA and Math exams. -Support the social-emotional needs of our students to lower the amount of OORS reporting 						
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.						
<p>One of the barriers of developing and implementing the school's 12-13 SCEP was the time needed and taken to train and bring seasoned / new staff, and personnel to be familiar with the DOE's initiatives (CCLS, Danielson Rubric, Shifts, Special Ed Reform, and other instructional practices).</p> <p>There was also additional time taken and needed for teachers to adjust to nuances of frequent feedback.</p> <p>Another barrier encountered was utilizing time to plan for the loss of grades and personnel; as well as prepare for and plan for the reduction of building / room spaces (in collaboration with other building leaders).</p>						
Describe the degree to which your school's 12-13 SCEP was successfully implemented.						
<p>One of the successes of last year's SCEP was that teachers were exposed to the Danielson Teacher Effectiveness initiative</p> <p>The second success was that a goal plan was proposed to support the social and emotional needs of students</p>						
Were all the goals within your school's 12-13 SCEP accomplished?				Yes	X	No
If all the goals were not accomplished, provide an explanation.						
<p>Our current administration uncovered a lack of understanding by all stakeholders with the data analysis and student strategy support for running records deficiencies. This was a rational as to why the running records goal was not accomplished.</p> <p>Another reason goals weren't accomplished is due to the change in leadership and the short stay of that administration.</p>						
Did the identified activities receive the funding necessary to achieve the corresponding goals?				X	Yes	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.				
<p>Our school decreased in size and we are now serving grades 3-5. With this change we have lost key staff members which resulted in a change in school structure and community.</p>				
List the 13-14 student academic achievement targets for the identified sub-groups.				
<p>Student academic achievement targets are as follows:</p>				

1. We are targeting our SWD's and ELL's students who have received level 1 on the NYS ELA and Math exams
2. Support will be provided to all teachers so they can target our students not reading on grade level
3. For ELA, we would like to target students needing support in 'referring to details and examples in a text when explaining what the text says explicitly or drawing inferences from the text'
4. For Math we would like to target students needing support in 'Operation and Algebra Thinking, Number Sense and Operation Base Ten, and Number Sense and Operation Fractions

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

School leaders communicate to staff and the community via daily and weekly Teacher Times. Its emailed to all staff. Other correspondence will be posted in mailboxes. Staff / faculty meetings as well as professional development and workshops both in school and outside of school are also used for communication purposes. Parent Association and Parent Coordinator workshops also play a part in communicating to school staff and the community.

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

Through the investment of professional development (CCLS, Danielson components, data sources /use and its incorporation in planning as well as inquiry), we believe we can empower and equip our teachers to instruct students by using, CCLS and the Danielson Rubric feedback for High Effective teacher practices, in efforts to improve student learning and outcome to prepare them for college and careers.

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

Via professional development, frequent observation and actionable feedback, selecting staff for capacity building positions that support this work, collectively our community can execute our theory of action

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

- The key elements of our school's CEP are as follows:
1. Our school was awarded the School Improvement Grant (SIG)
 2. With the SIG it afforded us to have a suite of services provided by the Community Based Organization (CBO): Counseling in Schools, Teq, Generation Ready.
 3. Character Education In Class is a specific instructional strategy implemented to support students with social emotional needs.
 4. We also have an enrichment program, 'The Boy Talk and Girl Talk' which will be offered to all students.
 5. Our school offers at risk counseling to support students as the need arises.

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

We recently have received additional funding (Priority and SIG) and plan to implement systems (daily observation and frequent feedback, professional development grade conferences, teacher professional development plan, instructional rounds, environment walk throughs) and structures that will in part enable us to manage the improvement plan.

We are collecting, observation reports, exit slip surveys from professional development, parent intake forms, OORS reports, minutes from building council and School Leadership(SLT), and memorandums.

We monitor the partnership effectiveness via weekly meetings, email correspondence, and phone calls.

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).

When conducting informal monitoring, school leaders should utilize agreed-upon, researched-based criteria. Written developmental feedback with next steps should be used to help teachers improve their instructional practice. (School Leadership, Page 3).

Review Type:	SQR	Year:	2012	Page Number:	3	HEDI Rating:	NA
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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		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, school leadership will implement systems and structures to support teacher growth through common planning and professional development resulting in movement on the Danielson rubric.

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 Provide continued professional development in the understanding of the Danielson Framework for Teaching during grade meetings, faculty conferences and professional development days (2.3)
- 2 Administrators will conduct frequent informal observations and provide timely feedback using Danielson Framework for Teaching (2.3)
- 3 Each grade is scheduled for a weekly common planning period (2.3)
- 4 Administration will ensure the purchase of suggested CCLS curriculum for ELA and Math, and the utilization of Aussie consultants to support common planning (2.4)
- 5 Purchasing and utilizing the following educational software to support teacher practice and in doing so we’re providing various means to support the various student learning styles: Teq , PD360, MyOn, and Mind Play (2.4)
- 6 Consultants: CITE (2.4)

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

- 1 Principal, Assistant Principal, ELA and Math Coaches, technology teacher, Generation Ready consultants and Counseling in Schools.
- 2 Principal and Assistant Principal
- 3 ELA and Math Coaches
- 4 ELA and Math Coaches, Ready Gen & Go Math CCLS curriculum, as well as Aussie Consultants
- 5 Per-session teachers, and administration
- 6 Parents, teachers, administration

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

1. Teacher observations, student data and lesson plans aligned to CCLS and Danielson Components,
2. Teacher observations, student data and lesson plans aligned to CCLS and Danielson Components
3. Student Data, teacher plans
4. Student data, teacher plans
5. Teacher observation, built in assessments, walk thru's, inter-visitation, logs of support, mentor/teacher action plans
6. Teacher feedback on observations, walk thru's, coaching sessions

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

1. September 2013 to June 2014
2. September 2013 to June 2014
3. September 2013 to June 2014
4. September 2013 to June 2014
5. January 2014 to June 2014
6. December 2013 to June 2014

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

- 1 Administrator, coaches, or consultants will meet with staff at least 2 times a week for professional development
- 2 Administration will conduct as least 2 observations a week
- 3 Each grade will be offered a weekly professional development to support teacher growth within the Danielson rubric
- 4 Professional development facilitated by consultants (Generation Ready, Ready Gen, Counseling in Schools, CITE) in consultation with ELA and Math coaches at least 2 times a week.
- 5 Professional development facilitated by consultants (PD360, MyOn, Teq, Mind Play) in consultation with ELA and Math coaches at least 2 times a year
- 6 Professional development facilitated by consultants (CITE) in consultation with ELA and Math coaches at least 3 times for the year.

Budget and Resource Alignment

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

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

Title1 funds will be used to pay teacher per session. NYSTL funds will be used to purchase GoMath and ReadyGen. Title 1 funds will be used to purchase consultant services to support core curriculums

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				PF RTI	X	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).

School leaders should review classroom practice and provide differentiated professional development (PD) based on individual teacher needs. The

school leaders should monitor planning and classroom practice to ensure that all teachers are consistently using data to make appropriate accommodations and instructional modifications to meet the differentiated academic needs of all students, including students with disabilities and English language learners (Teaching and Learning, Page 2).

Review Type: SQR	Year: 2012	Page Number: 2	HEDI Rating: NA
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Tenet 3: Curriculum Development and Support

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

x	3.2 Enact curriculum	3.3 Units and lesson plans
	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, all curricula in ELA and Math will be aligned to the common core learning standards as evidenced / measured by teacher lesson plans and observations.

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 implement the NYC DOE CCLS based ELA and Math curriculum: Ready Gen and Go Math (3.2)
2. Administration will conduct frequent informal observations and provide feedback (3.2)
3. Administration will collect and monitor lesson plans via observations (3.2)
4. ELA and Math coaches will support professional development on the implementation of the ELA and Math curriculum (3.2)
5. Educational Software: Mind Play will add to a repertoire of supports for teacher intervention and strategies to be utilized within daily class instruction and our afterschool program

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

1. Teachers, Ready Gen and Go Math curriculum
2. Principal and Assistant Principal
3. Principal, Assistant Principal,
4. ELA and Math Coaches, Aussie Consultants for Ready Gen and Go Math
5. Per-session teachers, and administration

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

- 1 Student CCLS aligned assessments and other student work
- 2 Teacher observation and feedback
- 3 Teacher plans, observation and feedback
- 4 During each meeting time both the ELA and Math coaches as well as the Aussie consultants will ascertain the progress and effectiveness of the program
- 5 Teacher observation, built in assessments, walk thru's, inter-visitation, logs of support, mentor/teacher action plans

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

1. September 2013 – June 2104
2. September 2013 – June 2104
3. September 2013 – June 2104
4. September 2013 – June 2104
5. January 2014 to June 2014

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

1. Administrator, coaches, or consultants will meet with staff at least 2 times a week for professional development
2. Administration will conduct as least 2 observations a week
3. While conducting weekly observations administration will monitor plans
4. ELA, Math coaches and Aussie consultants will provide professional development at least 2 times a week
5. Professional development facilitated by consultants (PD360, MyOn, Teq, Mind Play) in consultation with ELA and Math coaches at least 2 times a year

Budget and Resource Alignment

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

X	PF Set Aside		Tax Levy		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.

Focus and Priority Title1 funds will be used to funds will be used to finance PD after school for teachers through per-session. Title 1 funds will be used to purchase consultant services to support teachers' ability to analyze data.

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
X	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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

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

Major Recommendation

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

School leaders should review classroom practice and provide differentiated professional development (PD) based on individual teacher needs. The school leaders should monitor planning and classroom practice to ensure that all teachers are consistently using data to make appropriate accommodations and instructional modifications to meet the differentiated academic needs of all students, including students with disabilities and English language learners (Teaching and Learning, Page 2).

Review Type:	SQR	Year:	2012	Page Number:	2	HEDI Rating:	NA
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Tenet 4: Teacher Practices and Decisions

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

	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, teacher lessons will incorporate the UDL resulting in increased student outcomes, specifically for students who assessments score are below proficiency, ELL's and SWD in ELA & Math, as measured by teacher tasks, student work and or other assessments.

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 lesson plans will be collected and monitored / reviewed for UDL (4.3)
- 2 ELA and Math Coaches and teachers will receive professional development and turnkey information to staff (4.3)

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

- 1 Principal and Assistant Principal
- 2 Teachers, ELA and Math coaches, external consultants, network personnel

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

- 1 Lesson plans
- 2 Teacher observations, tasks and student work

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

1. September 2013 to June 2014
2. September 2013 to June 2014

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

1. During weekly observations, administration will plan and assist in the facilitation of professional development as well as collect plans and review for UDL strategies 5 days a week and 2.5hrs a day
2. During weekly professional development sessions ELA and Math coaches will turnkey and assist teachers in turn-keying professional development received as well as participate with ELT. This will be done 1 hour a day for 3x a week. There are 6 teachers working 3 days a week about 2 hours each day to support students during the ELT sessions.

Budget and Resource Alignment

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

x	PF Set Aside	Tax Levy	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.

Title 1 funds will be used to fund an extended day program for at risk students. Tax levy dollars will be used to purchase a blended online curriculum specifically for ELL's and SWD and at risk students. Tax levy funds will be used to purchase technology to support at risk and AIS students.

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
X	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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

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

Major Recommendation

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

School leaders should seek additional funding to procure a guidance counselor to better meet the social and emotional needs of the students. School leaders should consider hiring a part-time or shared guidance counselor. School leaders should ensure that all responsibilities of the guidance counselor are equitably distributed to staff members, with clear roles and expectations (Infrastructure for Student Success, Page 4).

Review Type:	SQR	Year:	2012	Page Number:	4	HEDI Rating:	NA
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Tenet 5: Student Social and Emotional Developmental Health

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

	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
	5.4 Safety		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, we will implement a character education program resulting in a reduction in OORS incidents

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. Our in school Student Intervention Team (SIT), will recommend at risk counseling for students in need as well as create initial and or re-evaluations as needed (5.3)
2. Teachers, other support staff, and students will be professionally developed on strategies to support the social emotion needs of students (5.3)
3. Boys and Girl Talk provides additional student counseling sessions (5.3)
4. Strategic implementation of Character Education course offered to all students (5.3)
5. Monitoring of OORS reporting (5.3)
6. Implement PBIS (5.3)

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

1. In school Student Intervention Team (SIT) members: Principal, AP, IEP teacher, Psychologist, Social Worker, ESL teacher, SBS team members, support services: Occupational Therapist, Physical Therapist, as well as teachers who are looking for the support for their respective child.
2. Teachers, external staff developers and educational consultants,
3. Boys and Girls Talk (external consultants)
4. Character Education teacher, Principal, and Assistant Principal
5. Principal and Assistant Principal

6. Teachers

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

1. Review of suggestions made for each child brought to the Student Intervention Team (SIT)
2. Monitor OORS reporting
3. Debriefing sessions with external consultants as well as monitor OORS reporting
4. Teacher observation and feedback
5. Monitoring of OORS reporting
6. Monitor points accumulated per students per class

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

1. September 2013 – June 2014
2. September 2013 – June 2014
3. September 2013 – June 2014
4. September 2013 – June 2014
5. September 2013 – June 2014
6. September 2013 – June 2014

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

1. Six (6) week review of suggestions made for each child brought to the Student Intervention Team (SIT)
2. Staff developers meet teachers daily to support the social emotional development of students
3. Weekly debriefing sessions with external consultants as well as monitor OORS reporting monthly
4. During monthly observations administration will monitor teacher via observation and provide feedback
5. Monthly monitoring of OORS reporting
6. Monitoring monthly the OORS reporting, analyze student and class point accumulation monthly, as well as monitoring frequency of restocking the PBIS store

Budget and Resource Alignment

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

X	PF Set Aside		Tax Levy	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.

Title 1 funds will be used to purchase a character education program and PD for teachers. Tax levy funds will be used to fund a PBIS store.

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		PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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

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

Major Recommendation

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

Within the Parent Engagement section of the 2012-2013 NYC School Survey Report it indicates that 1/3 (31%) of the parents feel that they have never, or have been invited only 1-2 times a year, to their child's school for a workshop, program, and or performance, etc.

Review Type: NYC School Survey	Year: 2012- 2013	Page Number: 6	HEDI Rating: NA
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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.

X	6.2 Welcoming environment	X	6.3 Reciprocal communication
	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, we will provide structured workshops for our parent academy resulting in increased parent engagement in the school community as measured by parent evaluation and or sign in sheets.

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. Offer workshops to increase parent engagement by either our Parent Coordinator, Parent Association (PA) provide additional workshops and or School Leadership Team (SLT) (6.3 and 6.4)

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

1. ELA and Math coaches (teachers), Parent Coordinator, Parent Association members, and School Leadership Team

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

1. Parent evaluation sheet

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

Evaluation sheets are to be handed out to parents at the conclusion of every workshop. The funds allocated will be spent on:

- Printing paper
- Chart paper,
- Markers and other writing utensils
- Books and other media resources
- Notebooks
- Folders and other organizer

Budget and Resource Alignment

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

X	PF Set Aside		Tax Levy	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.

Focus and Priority Title 1 funds will be used to fund the Parent Academy. Title1 funds will be used to pay per-session for teachers.

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.

- 1) By the end of the 2013- 2014 school year (including summer school to follow) ELL, SWD and students who scored level 1 on the NYS ELA and Math exams will be offered 200 hours of additional CCLS based instruction outside of the normal school day in ELA and Math as evidenced in student work.
- 2) By the end of the 2013-2014 ELL, SWD, and students who scored level 1 on the NYS ELA and Math exams will be offered enrichment via exposure to the Arts as evidenced in student work.
- 3) By the end of the 2013-2014 at risk students from the following population: ELL, SWD, and students who scored level 1 on the NYS ELA and Math exams will be offered an opportunity to be involved in a social & emotional support program where they will be developed as peer mentors as evidenced by the teacher observed student success with problem solving in role play scenarios.

The anticipated outcome of the above mentioned goals are to decrease the amount of children achieving level 1 on the 2013-2014 NYS ELA and Math Exams

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. There will be a suite of programs offered as a strategy to support and strengthen student engagement so we can achieve this goal. We will utilize the following: Mega Minds, Extended day, Afterschool, Mindplay, MyOn (technology incorporated reading program) and Arts and Social Emotional Enrichment.

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

1. External consultants, teachers, and a paraprofessional

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

1. Although all 3rd, 4th and 5th grade students will be offered the opportunity, the focus will be on ELL, SWD, and students who scored level 1 on the NYS ELA and Math exams.

We will know the activity has been effective when the number of students receiving level 1 on the NYS ELA and Math exams are lower in 2013-14 than they were in 2012-13.

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	X	Title I PF		C4E
Title III	X	Title I SIG		PTA Funded		Grants		In Kind		

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

Priority funds

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.

The high –quality community partners are as follows: Mega Minds, Extended day, Afterschool, Mindplay, MyOn (technology

incorporated reading program) and Arts and Social Emotional Enrichment. We will collaborate with these partners to establish school needs. There will be a suite of services to support staff and student school development.

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

The community partnership programs are joint in that student needs are supported via the alignment to programs offered.

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.

The Girl Talk and Young Men Talk Mentor Club meets on Thursdays from 2:30 PM to 4:30 PM for students grade 3-5 to support over age students and at risk students with behavior problems to support social – emotional development. Start date: 10/24/13 End date:2/6/14

Academic Enrichment After School Program – Grade 3-5 supporting students academically that are push-ables. Monday and Tuesday – 3:30 PM – 5:30 PM. ELA and Math offered to students attaining levels 2's and 3's on the NYS ELA and Math Exam. Start date:10/28/13 End date:5/15/14

Mega Minds AIS - Small Start date: January 9, 2014 End date: June 12, 2014 from 2:30 PM – 4:30 PM Mega Minds uses small group instruction targeting students receiving level 1 on the NYS ELA and Math Exams using a combination of teacher based instruction and technology using the **MyOn program. Mind Play** is used to support struggling readers with Phonemic Awareness, and Phonics. Start date: 1/9/14 End date: 6/12/14

Fun Friday Enrichment Clubs for grades 3-5 on Friday's from 2:30 PM – 4:30 PM - Engaging all students in the arts through music and dance with a focus on the common core standards. See the list of programs below:

Black Spectrum (Dance, Drama and Choir) – offered to grades 3-5, they meet on Fridays Start date: 10/10/13 End date:3/2/14

Basketball Camp Grades 3-5 boys and 1 girl, they meet Thursdays and Fridays Start date: October 25, 2013 End date: June

Therapeutic Arts Program Grades 3-5, they meet on Fridays Start date: October 25, 2013 End date: June 20, 2014

Hot Steppers Grades 3-5, they meet on Fridays Start date: October 25, 2013 End date: June

Cheerleading Grades 3-5, they meet on Fridays Start date: October 25, 2013 End date: June

Theatre and Dance Grades 3-5, they meet on Fridays Start date: October 25, 2013 End date: June

Extended day 37.5 min for two days – Monday and Tuesday from 2:20 PM to 3:10 PM. Students are supported academically covering the content objectives not reached during the school day Start date: September End date: June

Counseling In Schools – CBO personnel in collaboration school administration will target and meet with high risk students to support character education goals Start date: 1/2/14 End date:6/30/14

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

The program is comprised of several different offerings. Each offering is brought to the school via a vendor or community based organization. They all have an understanding of the school's social emotional needs and integrate strategies to support that need within the offering (Art, music, song, dance, poetry, and theatrical approaches)

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

Academic programs are tailored to student's academic levels and lend themselves to specific areas of growth. Due to the wide selection of offerings, and in referencing it with the interest's surveys taken by students, students are able to meet their interest thus learning the skills shared.

The ELT addresses the unique learning needs by providing additional time on content, smaller class sizes and multi-disciplinary approaches.

D. Are the additional hours mandatory or voluntary?		Mandatory	X	Voluntary
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.				
Correspondence have been backpacked with students in order for parent to be aware of the school's offering. Offerings have been shared at our fall parent teacher conferences, and conversations will be initiated with the PA regarding additional outreach to share offerings.				
F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.				
Our school has a Student Intervention Team (SIT). This team fields teacher academic and conduct concerns and advises next steps after teacher levels of intervention are exhausted				
G. Are you using an ELT provider procured using the MTAC process?		Yes	X	No
H. Describe how you are evaluating the impact of the ELT program on student achievement.				
Principal and lead personnel in capacity building positions will be monitoring the effectiveness of the program via external consultant personnel, class and staff observation, as well as student work products.				

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p>Academic Intervention Services (AIS) in English Language Arts ELA are provided to students in the following programs or strategies: Extended Day Response to Intervention (out of classroom teacher pushes in) Small group instruction by both teachers Students are selected according to performance as well as subgroups (ELL, SWD etc) All instruction is common core aligned and multiple entry points allow all students opportunities to access the curriculum in order for the to learn and grow.</p>	<ul style="list-style-type: none"> * Small group instruction * One-to-one * Tutoring 	<ul style="list-style-type: none"> * Extended Day twice a week * During the school day
Mathematics	<p>Academic Intervention Services (AIS) in English Language Arts ELA are provided to students in the following programs or strategies: Extended Day Response to Intervention (out of classroom teacher pushes in) Small group instruction by both teachers Students are selected according to performance as well as subgroups (ELL, SWD etc) All instruction is common core aligned and multiple entry points allow all students opportunities to access the curriculum in order for the to learn and grow.</p>	<ul style="list-style-type: none"> * Small group instruction * One-to-one * Tutoring 	<ul style="list-style-type: none"> * Extended Day twice a week * During the school day
Science	<p>Academic Intervention Services in Science are provided to students using the following strategies:</p>	<ul style="list-style-type: none"> * Small group instruction 	<p>During the school day</p>

	<p>Small group instruction by the classroom teacher. Science instruction is also integrated into our literacy curriculum.</p>		
Social Studies	<p>Academic Intervention Services in Social Studies are provided to students using the following strategies: Small group instruction by the classroom teacher. Social Studies instruction is also integrated into our literacy curriculum.</p>	* Small group instruction	* During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Prior to evaluation, students identified by teachers are brought to the Student Intervention Team (SIT) meetings suggestions such as six-week At-Risk services in Speech, Counseling, and/or SETSS (Special Education Teacher Support Services). After six-week period, students are reevaluated to determine the need for further evaluation or the renewal of At-Risk services.</p>	<ul style="list-style-type: none"> * Small group instruction * One-to-one 	<ul style="list-style-type: none"> * During the school day * After school program (SIG)

**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.
CCLS professional development is being offered to all 3 rd , 4 th , and 5 th grade staff. Danielson Rubric /Teacher Effectiveness professional development is also being offered to all staff. Frequent class / teacher observation combined actionable feedback are also strategies that support and ensure staff is highly qualified. Mentoring is available for new staff where applicable. New teacher academy book club share exposure for a repertoire of strategies to support teacher pedagogy. Network provides off site professional development with CCLS/ Danielson teacher effectiveness, and special education reform approaches which also supports and ensure (after turnkey) staff is highly qualified

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).
Specific strategies and activities to support High Quality and Ongoing Professional Development for the principal, Assistant Principal, ELA and Math Coaches and other teachers and paraprofessionals are as follows: Both the principal and assistant principal will engage in attending outside school for professional development. They will also receive in school professional development based on workshop content being turn keyed. Through the frequent observation process teachers will be provided actionable feedback. Professional development will then provide and shape the unique support given based on needs found within teacher practice. The three (3) main types of professional development activities that will be offered are as follows: The unpacking Danielson rubric and its components. Accessing, analyzing and planning instruction using data. Unpacking the CCLS and Curriculum support: Ready Gen and Go Math.

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 <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Federal, State and Local funds are allocated to provide physical, educational and social – emotional needs and supplies to ensure a quality school year

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.).
N A as our school no longer has K-2 nd grade

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.
Advance shared guidelines on protocol to establish a committee for which teachers are a part; the team voted on assessments that students will take which will be a contribution to the local measure. Teachers engage in the inquiry sessions once a week where part of the cycle includes surfacing standards based needs for data analysis, creating plans and assessments to monitor student mastery. Teachers also are offered weekly professional development and common planning opportunities where they review data and use it to collaborate with their peers to surface best practices for planning in efforts to improve student learning. Professional developments on more efficient technologies are also planned to support paperless

documentation, grading, manipulation and analysis of assessments.

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 Common Core Learning Standards for ELA and Math and State Standards (for Science, Social Studies, Physical Education etc) to enable participating children to meet the State's Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 385
School Name Performance School		

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 Kimberly Shelley	Assistant Principal Anthony Martin
Coach Lyubov Char	Coach Olive Comiskey
ESL Teacher Lilia Kalika	Guidance Counselor type here
Teacher/Subject Area Masiel Pimentel	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider Desiree Gowins	Other Dana Strulowitz-Speech Therapy
Network Leader(Only if working with the LAP team)	Other Adella Florius- Secretary

C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	233	Total number of ELLs	43	ELLs as share of total student population (%)	18.45%
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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								2
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In				2		3								5
Pull-out					2	1								3
Total	0	0	0	2	3	5	0	0	0	0	0	0	0	10

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	43	Newcomers (ELLs receiving service 0-3 years)	32	ELL Students with Disabilities	11
SIFE	4	ELLs receiving service 4-6 years	11	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	15	4	1	0	0	0	0	0	0	15
Dual Language										0
ESL	18	0	4	10	0	6	0	0	0	28
Total	33	4	5	10	0	6	0	0	0	43
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish					8	6								14
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	8	6	0	0	0	0	0	0	0	14

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

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				12	5	10								27
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1		1								2
TOTAL	0	0	0	13	5	11	0	0	0	0	0	0	0	29

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)				2	4	8								14

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)				4	5	4								13
Advanced (A)				7	4	5								16
Total	0	0	0	13	13	17	0	0	0	0	0	0	0	43

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	14	3			17
4	9	4			13
5	26	2			28
6					0
7					0
8					0
NYSAA Bilingual (SWD)				2	2

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	11	2	2	2	1	0	0	0	18
4	10	4	3	1	0	0	0	0	18
5	24	7	5	1	0	0	0	0	37
6									0
7									0
8									0
NYSAA Bilingual (SWD)							2		2

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	1	4	2	2	0	0	0	11
8									0
NYSAA Bilingual (SWD)							1		1

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.

The assessment tools used to assess the early literacy skills of the ELL population at P.S. 385 are the Performance Series online (Reading and Writing) as well as the Teacher's College Running Records Assessment. Based on the Performance Series October 2013 assessment, our ELLs population scored Far Below (approx. 1/3 of the students) in reading and writing, Below/At Level (approx. 2/3 of the students). The observable trends are:

- Print motivation / awareness – on grade level
- Letter knowledge – on grade level
- Phonologic awareness – on grade level
- Narrative Skills – below grade level
- Vocabulary – below grade level

In addition, 2013 October's Running Record Assessment reveals lack of comprehension and overall readers were placed in early emergent readers, emergent and only some in early fluent readers.

Implications for Instruction

Instruction will be data driven based on the results available, along with the teacher's observations / conferencing with students. Flexible grouping and clearly defined learning centers in the classroom will support exploration and learning through play while reinforcing key literacy skills. Our reading centers/ classroom libraries offer a variety of books in languages, dictionaries and other reading materials leveled using Fountas and Pinnell reading levels as well as grouping by genre. In addition, individual student profiles (Performance Series assessment) will provide an in-depth analysis and suggested learning objectives, which, in turn, will drive highly tailored instruction for each child through efficient and effective differentiation. Differentiated activities will enhance meaning-focused instruction through role play and will support students' efforts to actively extract and construct meaning from text (i.e. read aloud, reading independently, writing, oral language, vocabulary and comprehension strategies). Paste response to questions here:

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

In analyzing the NYSESLAT test results, we looked at data across proficiency levels. Our initial findings showed that some students demonstrate some growth across the grades in both programs. However, in some cases some students remain at a beginning level for three consecutive years. In other cases we have found students in need of academic intervention for the writing or reading portion of the NYSESLAT. Looking at this data in such a manner is allowing us to make more informed decisions when assigning RTI and AIS teachers, offering after school enrichment programs, purchasing materials, and making other school-wide administrative decisions which impact student learning and development.

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](#))

3. NYSESLAT Modality report is not available at this time.

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. ELL students in both TBE and a freestanding ESL programs demonstrated a similar pattern across proficiencies and grades. The majority of ELLs in both programs scored on Level 1 on ELA, Math and Science tests. ELLs in the TBE program took Math and Science tests in their native language that provided them with extra support. Native language support allowed some ELLs especially newcomers in the TBE program score on level 2 on these exams.

b. This school year we will consistently administer ELL periodic assessments to our ELL students in order to identify their strengths and weaknesses and to monitor the students' progress. The results of ELL period assessments will be analyzed, and the data will be used to drive instruction.

c. ELL periodic assessments will help teachers learn about the ELL students' strengths and weaknesses, identify patterns across proficiencies and modalities. The data reports will be shared with the teachers that will assist them in providing data driven, scaffolded

instruction to their ELL students. Teachers will help ELLs in their classes by using more visual support to help the students acquire academic vocabulary that will allow them to fully comprehend academic concepts. Graphic organizers will be used as well as a prewriting tool to help the students use the information from the graphic organizers in their text-based responses. Teachers will use comprehension strategies such as the main idea/supporting details, identifying context clues, inference, comparing and contrasting that will allow ELLs to comprehend academic concepts better. The native language will be utilized through the use of cognates, dictionaries, concept charts, and fiction and nonfiction books in both languages.

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](#).)

The school uses data from multiple sources including State tests, formative assessments, teacher observations, the analyses of writing samples to provide instruction for ELLs within RTI. The teachers conduct the initial screening of literacy skills, academics, and behavior of the students. Based on the results, the students participate in multiple tiers of intense interventions. Teachers use research based strategies. The school uses multiple tiers of intervention. RTI is provided by classroom teachers for all students. RTI teachers work with a small group of students specifically targeting the needs of their student population. Individual interventions are provided by a social worker. They monitor the students' progress on a regular basis. Outcome assessments are administered regularly.

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

The school makes sure that teachers focus on the ELL students' second language development during daily scaffolded instruction using all modalities and NYSESLAT proficiencies. Successful language learning requires extensive second language input. To ensure adequate access, teachers maximize the use of the second language inside the classroom through print-rich environment, carefully selected materials appropriate to the students' levels, the use of graphic organizers, eliciting prior knowledge and explicit vocabulary development supported by visuals, TPR, role play and interactive smart board activities. Teachers constantly involve ELL students in creating opportunities for their output by including them in presentations and creating learning opportunities to allow ELLs to express themselves through writing narratives, expository pieces and other genre. To promote the development of the second language teachers utilize extensive native language assistance through the use of books in the native language, dictionaries and buddy support.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

Paste response to questions here:

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

The school evaluates the success of the programs by monitoring students' progress utilizing multiple data such as NYSESLAT results, ongoing assessments results and classrooms observations. Teachers use scoring rubrics, running records to allow them to monitor students' improvement. This on-going monitoring helps teachers determine the effectiveness of the instructional strategies and adjust them to meet the ELLs' academic needs. The analyses of student performance on assignments and assessments enable teachers to make informed instructional decisions regarding re-teaching specific topics. As soon as ELL Periodic Assessment results become available, we will use this assessment tool to track our ELL students' progress and evaluate the success of the programs. Ongoing teacher-made assessments, observations, writing pieces, running records and students oral and written responses to text-based questions and presentations demonstrate ELL students' consistent growth in the academic language development.

The results of NYSESLAT provide teachers with important information about the English language development of ELLs, track the students' progress across all proficiencies and allow teachers to adjust their instructional techniques to meet ELLs' academic needs. Currently there are 43 ELL students in both TBE and freestanding ESL programs. There are 13 students in the freestanding ESL program in grade 3. Out of 13 ELLs who took NYSESLAT in spring 2013, 46 % of the students showed improvement by moving up to the next proficiency level. 46% remained on the same level and 8% fell back down to a beginning level. There are 13 students in both TBE and Free standing ESL programs in grade 4. Out of 8 students in TBE, who took NYSESLAT in spring 2013, 50% (4 students) of the students showed improvement by moving up to the next proficiency level and 50%(4 students) of the students remained on the same level. Out of 5 students in the freestanding ESL program, who took NYSESLAT in spring 2013, 20% (1 student) of the students showed improvement by moving up to the next proficiency level and 80%(4 students) remained on the same level. There are 16 students in both TBE and Free standing ESL programs in grade 5. Out of 5 students in TBE program who took NYSESLAT in spring 2013, 20 % (1 student) of the students showed improvement by moving up to the next proficiency level and 60%(3 students) of the students remained on the same level. 1 newly admitted student took Lab-R in fall of 2013. Out of 10 students in grade 5 in the freestanding ESL program who took NYSESLAT in spring 2013, 50% (5 students) of the students showed improvement by moving up to the next proficiency level and 50%(5 students) remained on the same level. The above data

demonstrate that both TBE and Free standing ESL programs address the academic needs of our ELL population. Because the school is phasing out, we were not given an overall Progress Report Grade.

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](#).)
The initial process of the identification of those students who may possibly be ELLs starts at the registration. All parents or guardians of newly enrolled students in the New York City School System are complete a Home Language Identification Survey. This survey is provided to the families as part of their registration packet. A translator is available during the registration. HLIS forms are administered by a trained certified ESL teacher. The OTELE code is established by a trained certified ESL teacher as well. The survey is used to identify students who may have limited English proficiency. Students are also asked a series of informal oral interview questions in English and in the child's native language if possible. Students' responses provide additional information in determining their eligibility for LAB-R administration. If the survey indicates that a language other than English is used at home, the student is administered the revised Language Assessment Battery (LAB-R) within ten (10) days of registration by our certified ESL teacher. The LAB-R is used to determine initial placement. If LAB-R results show that a child is an ELL and Spanish is used at home, a student is administered a Spanish LAB to establish language mastery in his or her native language.
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.
. Families of newly enrolled students who have been identified as English Language Learners were invited to participate in the parent orientation session which was held within ten (10) days of the beginning of the school year. Parents were notified about the upcoming parent orientation workshop by letters, flyers that were sent home in both languages. The Parent Coordinator used Call Blast system to remind the parents of the workshop in both languages as well. At the orientation meeting the families were introduced to the school principal, the ESL teacher and parent coordinator. During the parent orientation workshop the attendance was taken and parents were informed of the different types of programs and services available for their children. Transitional Bilingual Programs, Dual Language Programs, and English as a Second Language Programs were explained in detail. Families viewed the New York City Department of Education Orientation Video for Parents of English Language Learners in a language of their choice. At the conclusion of the orientation session families were individually assisted in completing their Program Selection Forms. The parent orientation workshop will be offered throughout 2013-2014 school year for all newly admitted students. Parents were provided with Parent Brochures and a list of educational websites and resources. Paste response to question here:
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 [\[see tool kit\]](#).)

The school has many forms of checks and balances which ensure 100% family participation in entitlement letter, parent survey and program selection form distribution and collection. The first is by the creation of a master list of all of our ELL students in the entire school and updating this master list on a regular basis. By using this list, we ensure that parents were distributed all necessary forms in both languages. Once collected, a roster is updated with this information and the actual signed forms and letters are kept, organized by grade, in a binder in the principal's office. Any missing forms, flyers, and letters such as entitlement letters, parent surveys and program selection forms are immediately identified, and families are contacted by a classroom teacher, the ESL teacher, Parent Coordinator until the form/letter is received and placed on file. These documents are provided in both English and Native languages. After Parent Selection forms are collected, the results are recorded on ELPC screen in ATS within 20 days. In accordance with parent survey letters for program choice, the school provides one transitional bilingual education 4-5

bridge class and a freestanding ESL program which uses mostly a push-in model. Students are placed in Transitional Bilingual Programs or in a freestanding ESL program based on Parent selection forms.

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.

After the student is administered LAB-R and scores below proficiency level, he or she is identified as an ELL student. The student is placed in bilingual or in a freestanding ESL programs with strict adherence to the results of Parent Selection form. The school assesses the Parent Survey and Program Selection form that indicates the parent's preferred program, exercises parental option and provides the child with the proper placement. Parents are notified of their child's placement by a Placement Letter both in English and their native language. The school makes sure that a translator is available on site. Parental involvement is a very strong component at P.S. 385. This school year there will be on-going communication with parents via progress reports, newsletters, meetings and conferences. Personnel involved in these on-going activities will be teachers, administrators, school-based support team members and the ESL teacher. Our parent coordinator will also provide our ELL parents with on-going support on resources available to them from our Community Based Organizations (CBOs) and provide trainings and workshops throughout the school year on various topics. Translated versions of materials will also be readily available to our ELL parents.

Parental involvement will be an integral part to plan for 2013-2014 school year. The teachers will work closely with the principal and Parent Teacher Association to address the academic needs of our students. Parents will continue to be notified about upcoming workshops by letters both in English and their native language that will be sent home. The parents of ELL students will attend a variety of workshops throughout the year. The ELL student Parent Orientation workshop was offered on September 25, 2013 to introduce the parents to different programs available to ELL students. Our ESL teacher conducted this workshop. The bilingual educational assistant translated the information in Spanish. The workshop was offered in the parents' native language to ensure their full participation and understanding provided at the workshop. The Parent coordinator is also responsible for ordering any necessary translation and interpretation services. Paste response to question here:

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.

NYSESLAT is administered yearly with strict adherence to the instructions specified in the School Administrator's Manual, NYSESLAT administration memorandum and Directions for the test administration. Prior to NYSESLAT administration, ESL and bilingual teachers are provided with NYSESLAT administration training. Letters were sent home to notify the Parents of English language learners of the upcoming test in both languages. In addition, they were invited to a NYSESLAT workshop to familiarize themselves with the specifics of NYSESLAT. They were provided with The NYSESLAT Parent's Guide. Parents were offered strategies and educational activities to assist their children in preparation for the test. The testing coordinator attended a testing orientation meeting. A testing schedule was created prior to the administration of NYSESLAT. A team of teachers including bilingual and ESL teachers was formed and trained to administer the test in all modalities. The ESL teacher conducted the training. The name of the students, the time, separate location and the names of the teachers administering the test were clearly specified in the schedule. The Speaking subtest was administered individually by the ESL teachers. Students were grouped by grade level for the administration of Listening, Reading, and Writing Subtests. We monitor that all ELLs are tested All English language learners with disabilities including those participating in the New York State Alternate Assessment participated in the NYSESLAT. English language learners with disabilities were provided with testing accommodations indicated in their IEPs. All teachers and proctors, who were providing testing accommodations, were appropriately trained. The NYSESLAT materials were kept in a secure location. The testing rooms were prepared in advance. All charts were removed and student work was covered. The rooms testing rooms were free of distractions well ventilated.

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. 

At P.S. 385 we are in strict alignment with parent requests in offering a Transitional Bilingual Education Program and English as a Second Language Program. Currently there are 43 ELL students in both Transitional Bilingual Education Program and English as a Second Language Program. After reviewing Parent Survey and program Selection forms for the past few years, we observed that parents of 15 students, who are recently new to the country, selected Transitional Bilingual Education Program as their first choice. We will continue to closely monitor this for any future change in the trend. We keep ELPC updated within 20 days from the registration

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])?

P.S. 385 provide Transitional Bilingual Education in the 4th and 5th grades in a bridge class and a Free-Standing ESL program for students in the third, fourth and fifth grades. ELL students in both TBE and a free-standing ESL programs are grouped heterogeneously. Our Free-Standing ESL program services 28 students in grades 3-5 using predominately a push-in model. Students from a class that consists of a majority of ELLs are chosen for a push-in model.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The mandated number of instructional minutes is provided according to language proficiency levels as determined by the results of the NYSESLAT and LAB-R in accordance with New York State guidelines in both TBE and the freestanding ESL programs. Students at the Beginning level receive minimum 360 minutes of ESL instruction per week, at the Intermediate level receive 360 minutes of ESL instruction per week and at the Advanced level receive 180 minutes of ESL instruction per week.

ELL students in the Transitional Bilingual Education program model receive explicit ELA, ESL and content area instruction that are aligned with Common Core standards. They use such programs as ReadyGen and Go Math programs with strong native language support. Depending on the proficiency level and the students' progress, ELL students receive explicit instruction in English from 25% of the time with 75% of the native language support to 75% of English with 25% of the native language support. Students use 4 modalities on a daily basis in order to gather present information and acquire knowledge while using evidence from the text. They are engaged in daily discussions where they express their opinions on a variety of topics in both English and the native language depending on their language proficiency. Students are encouraged to support such opinions with textual evidence as well. They have access to the concepts and information presented in class in both English and the native language with ongoing support from teachers. Moreover, in order to meet such standards, the school is using programs such as ReadyGen and Go Math programs, educational websites and teacher developed materials such as phonics and poetry study to develop language acquisition. This is achieved by using strong native language support in order to address the students' needs as much as possible and to ensure the equal access to grade-level content as the rest of their monolingual peers.

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.

Content area instruction is provided in both TBE and in the freestanding ESL programs. Math, Social Studies and Science in TBE program is taught in English and supported by the Native language. The Transitional Bilingual Education classrooms contain well-organized classroom libraries, print-rich environments and multiple visual support systems. Teachers scaffold the instruction to provide the students with support in order to master complex content and develop academic vocabulary. Content area instruction in the freestanding ESL program is taught 100% in English with strong native language support. The explicit instruction in both Transitional Bilingual Education program and in free-standing ESL program is achieved through a wide variety of instructional strategies. Students develop their reading, writing, listening and speaking skills in English through an extensive range of ESL methodologies that may include Total Physical Response (TPR), pictorial representations, highlighting important information to optimize students' understanding of newly introduced concepts. The scaffolding of academic language is achieved through graphic organizers, digital devices, glossaries, modeling, translation, peer pairing, paraphrasing complex content, hands-on activities utilizing project based learning methods. Word wall, classroom libraries, dictionaries in both languages are present in the classrooms and support ELL students in the development of their native language. Print-rich environments and multiple visual support including the use of technology is present in the classrooms. All these methods allow students to meet the requirements of Common Core Standards.

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

Transitional Bilingual Education program teacher makes sure that ELL students are evaluated in their native language. Ongoing assessments such as Spanish LAB, assessments in content area, baseline assessments in Math and Science are administered in the students' native language throughout the school year. In addition, teacher made tests, conferring in the language of instruction provide the teacher

with multiple data used for planning and instruction. The teacher uses informal assessments, conferring and teacher observations in order to monitor student progress.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Throughout the year the school makes certain that ELL students are evaluated in all four modalities. Students are taking ELL Periodic assessments and NYSESLAT. TBE and ESL teachers are constantly monitoring students' progress in all modalities through ongoing individual conferencing, students' writing samples, responding to questions based on the specific content, text-based questions, text-based discussions, listening to the stories and responding to them. ELLs participate in oral presentations, sharing, and classroom participation. This allows teachers to monitor students' progress in all modalities. The data obtained from these assessments is used to drive 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).

Differentiated instruction for all ELL subgroups is based on students' individual learning needs and styles. This instruction is also data driven. ELL students whether they are ultimately exempt temporarily from taking the New York State ELA Exam, are administered Periodic assessments, baseline assessments in reading, writing and math which allow us to identify their strengths and weaknesses and to build their stamina, reading comprehension and confidence.

a. SIFE students have been acclimated back into our school and supported through academic Intervention Support and participation in our intensive Title III after school program. The school makes sure that SIFE students are placed in a supportive environment. Teachers are familiar with the needs and backgrounds of their students. Students are participating in the language instruction with strong support in his/her native language. Instruction is based on math and reading vocabulary development and basic academic concepts aligned to Common Core Standards. This is achieved through the use of scaffolded instruction. To make academic concepts more comprehensible, teachers support SIFE students by using demonstrations, graphic organizers, modeling, manipulatives, gestures, visual presentations, realia and project-based learning. A strong buddy system is established to help SIFE students adjust to a new setting.

b. Our ELL students who have been in US schools less than three years receive mandated number of ESL units based on their NYSESLAT level with strict adherence to NYS CR Part 154. Students receive ESL instruction either in TBE or Free- standing ESL program in accordance with Parent Selection Choice. The duration of the lessons can range from 45 minutes 4 times a week to 8 times a week, depending on the students' NYSESLAT level. ESL instruction is tailored to the students' individual academic needs. The students are participating in all school wide instructional programs aligned with NYC and NYS Common Core standard such as Ready Gen, Go Math, monthly literary activities such as Genre of the Month and weekly skills, strategies and grammar activities. These activities allow teachers to focus on the development of listening, speaking, reading and writing modalities. Text-based meaningful vocabulary development, reading and writing activities contribute to students' language acquisition. Students are encouraged to respond to text-based questions through discussions and written responses. To support this group of ELL students, our certified ESL and bilingual teachers use a wide variety of research based strategies to scaffold the development of reading, writing, listening and speaking skills. To prepare the students for a specific task they use the following pre-reading /writing /listening strategies: Eliciting prior knowledge, extensive visual support, pictures and TPR, visualizing through drawing pictures, consistent use of graphic organizers .During reading/writing/ listening, the students are encouraged to stop periodically to check their predictions, make new predictions, take notes, highlight unfamiliar. Students are encouraged to respond to high- level thinking questions, express their opinion and argue their point of view supporting it with factual information. Activities and tasks are differentiated based on students' proficiency level. This is achieved through illustrating new vocabulary, labeling pictures, expressing ideas using simple sentence structure.

c. Our ELL students who have been serviced for four to six years receive mandated number of ESL units based on their NYSESLAT level with strict adherence to NYS CR Part 154. Content area instruction is aligned with NYC and NYS Common Core standards. Push-in model with flexible grouping is used. The results of NYSESLAT across all modalities, formative assessments, running records, conferring and writing samples are thoroughly analyzed and the data is used to drive the instruction. To support this group of ELL students, our certified ESL and bilingual teachers use a wide variety of research based strategies to scaffold the development of reading, writing, listening and speaking skills. The identified ELL students are serviced in groups of maximum of 10 students. The duration of the lessons can range from 45 minutes 4 times a week to 8 times a week, depending on the students' NYSESLAT level. Instructional materials are aligned to Common Core Standards. Ready Gen, Go Math, monthly literary activities such as Genre of the Month that include reading and writing components are scaffolded to meet the academic need of ELLs. To prepare the students for a specific task they use the

following pre-reading /writing /listening strategies: Eliciting prior knowledge, introducing academic vocabulary with extensive visual support, pictures and TPR, predicting, consistent use of graphic organizers such as Anticipation guide, KWL and Talking Drawing strategy. During reading/writing/ listening, the students are encouraged to stop periodically to check their predictions, make new predictions, take notes, highlight unfamiliar words and structures. After reading/writing/ listening, students are provided with specific steps and activities such as check lists, completing KWL, using notes to complete writing assignments, confirming predictions. Post reading/writing/ listening activities include: responding to the reading selection by writing letters to the characters, critique recommendation using details to support the students' point of view. Increased visual support is provided through the use of realia, pictures, TPR approach and instructional materials in both languages. Complex content area concepts are explained through recapping the material in students' native language.

d. Our long-terms ELL students receive mandated number of ESL units based on their NYSESLAT level with strict adherence to NYS CR Part 154. Content area instruction is aligned with NYC and NYS Common Core standards. Push-in model with flexible grouping is used. The results of NYSESLAT across all modalities are thoroughly analyzed and the data is used to drive the instruction. To support our long-terms ELL students, our certified ESL teachers use a wide variety of research based strategies to scaffold the development of reading, writing, listening and speaking skills. The identified ELL students are serviced in groups of maximum of 10 students. The duration of the lessons can range from 45 minutes 4 times a week to 8 times a week, depending on the students' NYSESLAT level. Instructional materials such Ready Gen, Go Math, monthly literary activities such as Genre of the Month that include reading and writing components are being used. To prepare the students for a specific task they use the following pre-reading /writing /listening strategies: Eliciting prior knowledge, introducing academic vocabulary with extensive visual support, pictures and TPR, predicting, consistent use of graphic organizers such as Anticipation guide, KWL and Talking Drawing strategy. During reading/writing/ listening, the students are encouraged to stop periodically to check their predictions, make new predictions, take notes, highlight unfamiliar words and structures. After reading/writing/ listening, students are provided with specific steps and activities such as check list, completing KWL, using notes to complete writing assignments, confirming predictions. Post reading/writing/ listening activities include: responding to the reading selection by writing letters to the characters, critique recommendation using details to support the students' point of view. Increased visual support is provided through the use of realia, pictures, and TPR approach instructional materials in both languages.

e. Students who reach proficiency level on the NYSESLAT receive continuing transitional support for two academic school years. This is achieved by providing proficient students with scaffolded instruction in the classroom in all content areas, RTI support, participation in Title III after school program and state test extended time accommodations. Our ELL students are incorporated in every part of our intervention program in our school. They benefit from reduced class size as well as participate in the school's extensive 50 minute extended day program two times per week. Former ELLs also participate in a variety of after school programs such as Performance Academy and Fun Fridays.

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?

Our ELL students with disabilities who receive ESL services are grouped heterogeneously with ELL students and mainstreamed to general education classes. The ESL teachers are familiar with the students' current Individualized Educational Plan (IEP) in order to address the students' specific academic and social emotional needs. The ESL teacher provides rigorous explicit scaffolded instruction to ELL students with disabilities whose IEP recommends ESL with strict adherence to NYS CR Part 154. The students receive mandated number of ESL units based on their NYSESLAT level. The identified ELL students are serviced in groups of maximum of 10 students. Push-in model with flexible grouping is used. Bilingual dictionaries and glossaries are provided for additional support. Modified mini-lessons, graphic organizers are used to increase reading comprehension and enhance writing skills. Increased visual support is provided through the use of realia, pictures, stories on tape, audio CDs and other electronic media such as Starfall, Storyline On Line, Brain Pop. Text –based vocabulary development, text –based discussions in content area subjects and written responses to essential questions are modified to meet the individual academic needs of the students specified in their IEPs. Native Language support is utilized to make content comprehensible. ESL instruction is tailored to the students' individual academic needs. The students are participating in all school wide instructional programs aligned with NYC and NYS Common Core standard such as Ready Gen, Go Math, monthly literary activities such as Genre of the Month and weekly skills, strategies and grammar activities. These activities allow teachers to focus on the development of listening, speaking, reading and writing modalities. ESL and classroom congruence is achieved through ongoing collaboration and articulation between Special Education classroom teachers and the ESL provider through common planning periods.

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?

Our ELL- SWD students are fully integrated in every aspect of our school culture from classroom placement in the building to

assemblies, lunchroom, after school programs, field trips, etc. Our ELL- SWD students participate in all school wide instructional programs aligned with NYC and NYS Common Core standard such as Ready Gen, Go Math, monthly literary activities such as Genre of the Month and weekly skills, strategies and grammar activities. In order to achieve this group of students' IEP goals and English language proficiency, teachers use flexibility in scheduling and instruction modification. ELL- SWD students are mainstreamed in a General Education class during the literacy block when the ESL teacher pushes in. Instructional strategies are modified to meet these students' academic needs and IEL goals. . The ESL teacher provides rigorous explicit scaffolded instruction to ELL students with disabilities with strict adherence to NYS CR Part 154. To prepare the students for a specific task, they use the following pre-reading /writing /listening strategies: Eliciting prior knowledge, introducing academic vocabulary with extensive visual support, pictures and TPR, predicting, consistent use of graphic organizers such as Anticipation guide, KWL and Talking Drawing strategy. During reading/writing/ listening, the students are encouraged to stop periodically to check their predictions, make new predictions, take notes, highlight unfamiliar words and structures. After reading/writing/ listening, students are provided with specific steps and activities such as check list, completing KWL, using notes to complete writing assignments, confirming predictions. Post reading/writing/ listening activities include: responding to the reading selection by writing letters to the characters, critique recommendation using details to support the students' point of view. Increased visual support is provided through the use of realia, pictures, games and TPR approach with instructional materials in both languages. During the lesson the ELL- SWD students are constantly redirected to help them focus on the task. The delivery of the instruction includes continuous repetition that allows the students to retain the academic concept. The ELL- SWD students receive RTI support as well. In order to lower teacher-student ratio, a RTI teacher provides services to these students in small group setting. This ongoing support allows the ELL- SWD students to achieve their IEP goals.

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

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

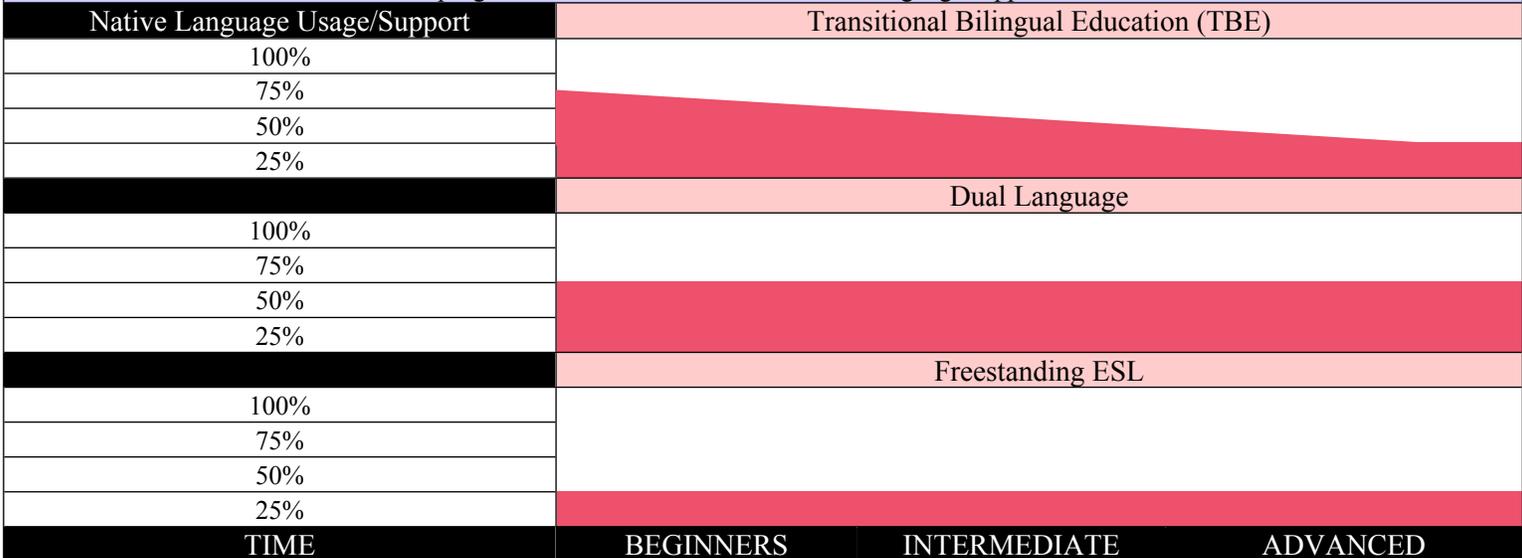
	Beginning	Intermediate	Advanced
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



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.

Our ELL students are incorporated in every part of our intervention program in our school. Our intervention program targets all ELL subgroups. They benefit from reduced class size as well as participate in the school's extended day program two times per week (50 min). We have also hired additional staff members at the school as cluster teachers. Not only do these specialty teachers provide the students with instruction in areas such in physical education character education and music but they also serve as our RTI providers. Everyone of their schedules reflect two (2) consistent periods per day where they are assigned to specific classes to work with classroom teachers on providing small group instruction. RTI providers use Fountas & Pinnell Leveled Literacy Intervention program. RTI is offered across the grades including ELLs and SWD students. RTI in math is provided by classroom teachers. They will differentiate instruction as well as incorporate games in their daily mathematics instruction. Teachers will use technology to engage all learners during mathematics instruction. All instruction is common core aligned and multiple entry points allow all students opportunities to learn and grow. Small group instruction, one-to-one, tutoring is also used to promote our students' academic improvemet. Depending on whether the class is a transitional bilingual or a common branch, the interventions are provided in English or Spanish. To assist our ELLs at home parents will be provided with workshops to better understand text features and characteristics at each independent reading level. They will be provided with strategies to support literacy at home. Parents will be trained to use ARIS parent link to monitor student performance and progress. Academic Intervention Services in Science are provided to students using the following strategies: Small group instruction is provided by the classroom teacher. Science instruction is also integrated into our literacy curriculum. Social Studies Academic Intervention is provided to students using the following strategies: Small group instruction is used by the classroom teacher. Social Studies instruction is also integrated into our literacy curriculum. At-risk intervention is provided by the Guidance Counselor, School Psychologist and Social Worker, Speech teacher or SETSS teacher. Paste response to question here:

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

We are constantly seeking to improve our existing programs at our school. One way of achieving this is through ongoing communication with teachers, parents and students. Their feedback will weigh heavily when adopting new resources, programs and technology. As a result of it, this school year we decided to use mostly a push in model in our free-standing ESL program with only 2 pull out periods. The ELL students are serviced in classroom according to the grade level. The ESL teacher uses ESL methodology to support a classroom teacher in Reading, Writing, Social Studies and Science and other subjects. The ESL teacher provides rigorous explicit scaffolded instruction to ELL students with strict adherence to NYS CR Part 154. The students receive mandated number of ESL units based on their NYSESLAT level. Collaboration with classroom teachers is a key element that determines the success of the program. The ESL teacher attends grade planning meeting, literacy meeting, ReadyGen training meetings, and other professional development opportunities offered by the school. The ESL teacher collaborates with classroom teachers analyzing students' scores in different assessments such as Running records, baseline assessments and teacher made tests. The ESL teacher is participating in the grade Inquiry team. The team analyzes students' work looking for strengths and weaknesses and develops strategies to support the students' academic needs. This model is effective in both content area and language development. Our current TBE program is operating effectively. 40% of the ELLs in TBE class moved from the Beginning level to Intermediate level, and 27% moved from the Intermediate level to the Advanced. It meets the academic needs of all ELLs including newcomers and SIFE students due to data driven instruction, flexible grouping and ongoing formative assessments. Both the ESL and bilingual teacher support content and language development through scaffolded instruction. To make academic concepts more comprehensible, they assist ELL students by using demonstrations, paraphrasing, graphic organizers, modeling, manipulatives, TPR, visual presentations, dictionaries and books in the native language, realia and project-based learning. A strong buddy system is established to help newcomers and SIFE students adjust to a new setting. All ELLs are offered an opportunity to participate in Title III program, Fun Fridays and after school Learning Academies.

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

This school year we intend to expand our programs to meet the academic and social emotional needs of our ELL students. We plan to add Academic Intervention Services that will provide ELLs with research based academic strategies. This school year we will also introduce Generation Ready educational program. This program will help provide students with comprehension strategies. The school is currently using school wide instructional programs aligned with NYC and NYS Common Core standard such as Ready Gen, Go Math, monthly literary activities such as Genre of the Month and weekly skills, strategies and grammar activities. The school plans to implement Teq Equipment interactive update for smart board activities.

12. What programs/services for ELLs will be discontinued and why?
Our school will not discontinue any programs or services for our ELL students
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Our ELL students participate in after school programs and supplemental services offered in our building. On Mondays and Tuesdays they participate in Academic After School Program that provides the students with research based strategies in Literacy and Math. On Thursdays ELL students take part in Girlfriends Talk and Young Men Talk that guides students towards becoming responsible and successful leaders. On Fridays the students are offered an opportunity to participate in Fun Friday Clubs. The purpose of this program is to extend learning through extra curricular activities. We also have the following supplemental services such as RTI, AIS. ELLs are offered ASTOR program for students who need counseling. We are in the process of getting ReadyGen phonics and vocabulary component materials that will allow teachers to use additional recourses to support ELLs with extra scaffolding instruction. These programs allow ELLs to enrich their language development in all modalities through discussion, presentations, vocabulary development and extensive visual support.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Our school provides high quality curriculum and instruction materials consistent with State Standards to enable participating children to meet the State's Standards. Our ELL students use a variety of instructional materials including technology. This school year our ELLs will use ReadyGen, Go Math, Social Studies and Science text aligned to the Common Core State Learning Standards. RTI teachers use Fountas & Pinnell Leveled Literacy Intervention program. Technology plays an important role in providing ELL student with academic language development. It is widely used by classroom teachers, the ESL teacher as well as cluster teachers. Students use interactive smart board activities, on line program Ten Marks that reinforces concepts taught in class in Math and is aligned to the Common Core State Learning Standards. ELL students at the beginning and intermediate proficiency levels use Starfall to develop their language skills in speaking and reading modalities. Students at the advanced proficiency level conduct research in Social Studies using the following sites: Google, Wikipedia, BrainPop, Kidshistory. They also use Microsoft office programs such Word, Power Point and Publisher to work at Power Point presentations. These programs help ELLs develop their skills in reading and writing, speaking and listening modalities as well as academic language. The use of technology provides ELLs with extra visual support, and smart board tools such as highlighting helps them focus on important information.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native language support is ongoing and is delivered in both programs. Classroom libraries are clearly organized by language. Baskets with books are labeled in both languages by genre and levels. Dictionaries are visible and easily accessible to the ELL students. Instructional materials are available in the native language. Some bulletin boards exhibit students' work in both languages. Homework is given in English and Spanish in the TBE program. The use of technology provides ELLs with extra visual support. Such interactive sites as BrainPop, Kidshistory, Starfall and others are being used on a regular basis. Text-based new vocabulary words are introduced in both languages and pictures are provided for extra visual support.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All the required services support ELL students and resources for ELLs are grade and age appropriate. We implement flexible grouping based on the results of the LAB-R and NYSESLAT in each modality (Listening, Speaking, Reading and Writing). Materials used in the Free-Standing ESL program include but are not limited to Ready Gen, Go Math, Social Studies and Science text aligned to the Common Core State Learning Standards and grade levels, leveled libraries, leveled guided reading books, dictionaries, reference books, internet-based texts, e- books with captions, books on tape, native language books and computer programs are grade level appropriate. Instruction is provided using small groups using glossaries, native language dictionaries, reference books and peer support.
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.
We also included our ELL students in our extensive beginning of the year assessment program which included individualized Teacher's College benchmark running records. Our new ELL students who enroll throughout the school year receive mandated number of ESL units based on their LAB-R results or NYSESLAT level with strict adherence to NYS CR Part 154. ESL instruction is tailored to the students' individual academic needs. The students are participating in all school wide instructional programs aligned with NYC and NYS Common Core standard such as Ready Gen, Go Math, monthly literary activities such as Genre of the Month and weekly skills, strategies and grammar activities. These activities allow teachers to focus on the development of listening, speaking, reading and writing modalities. Text-based meaningful vocabulary development, reading and

writing activities contribute to students' language acquisition. To support this group of ELL students, our certified ESL and bilingual teachers use a wide variety of research based strategies to scaffold the development of reading, writing, listening and speaking skills. To prepare the students for a specific task they use the following pre-reading /writing /listening strategies: Eliciting prior knowledge, extensive visual support, pictures and TPR, visualizing through drawing pictures, consistent use of graphic organizers .During reading/writing/ listening, the students are encouraged to stop periodically to check their predictions, make new predictions, take notes, highlight unfamiliar. Students are encouraged to respond to high- level thinking questions, express their opinion and argue their point of view supporting it with factual information. Activities and tasks are differentiated based on students' proficiency level. This is achieved through illustrating new vocabulary, labeling pictures, expressing ideas using simple sentence structure. Technology is widely used to support newly enrolled students with language acquisition as well as content area concepts. All the activities are data driven.

18. What language electives are offered to ELLs?

The school does not offer language electives to ELLs.

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)?

NA

C. Professional Development and Support for School Staff

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

1. Professional development is offered to all teachers of ELLs. They learn how to differentiate instruction to meet the needs of ELLs and to use scaffolding strategies to support student participation in content areas. Bilingual and ESL teachers learn how to facilitate language acquisition in the various proficiency levels ELL subgroups including SIFE, long-term ELLs, beginning, intermediate and advanced. This year we have also provided the opportunity for common branch teachers and bilingual education teachers to plan together during common planning times. This year our school is focusing on enhancing ELL students' reading and writing skills through the implementation of instructional programs aligned with NYC and NYS Common Core standards such as Ready Gen, Go Math, monthly literary activities such as Genre of the Month and weekly skills, strategies and grammar activities. Bilingual and ESL teachers work together in Inquiry groups organized by grade level. They analyze students' responses looking for the students' strengths, weaknesses and common patterns to understand the steps and strategies needed to reach the level of performance to satisfy the demands of the Common Core Learning Standards. They discuss implications for teaching and learning by developing an action plan for student improvement. The Principal provides the teachers with a calendar that lists all professional opportunities. Teachers who attend PDs outside the school building will turnkey the rest of the staff.

2. To ensure that our ELL students receive high quality instruction, a professional development was offered in Spring 2013 to help teachers familiarize themselves with Charlotte Danielson's Framework for Teaching in order to understand the clear expectations necessary to provide all students, including ELL students, with rigorous data based instruction. The school administration provided this training. Teachers will learn to create learning paths for students using multiple entry points based on student's strengths. In doing so, each teachers will analyze and utilize data to inform instruction based on the new Common Core Learning Standards. Teachers analyze Common Core Standards looking at the shift. This school year all teachers are offered ongoing workshops on the implementation of such reading, writing and math programs as Ready Gen, Go Math aligned with NYC and NYS Common Core standards. ELA and Math coaches meet with teacher weekly. They discuss the role of productive struggle in teaching and learning literacy and mathematics and utilize research based strategies to teach students to apply these strategies in their everyday learning. During Inquiry sessions teachers are trained to analyze students' assessments and samples and utilize the data in their daily instruction. Our staff members will also be trained in the preparation and administration of the NYSESLAT assessment, ELL Periodic assessment. ESL and TBE teachers will be trained in the administration of NYSITELL, a new State test that will take the place of the current test used for the statewide identification of English Language Learners. In the late spring teachers will make themselves available to meet with parents in order to help students and families make the transition from one grade to the next. We will provide them with a list of summer reading books, math activities, resources available throughout the city. Our professional development will continue to offer strategies that promote learning environments that respect our students' individual needs and learning styles. Through ongoing assessments, observation, study groups and discussions with colleagues, we will continue to adjust curriculum instruction to meet the needs of our ELL students.

3. The administration of the school provides ongoing support to assist all teachers of ELLs including Bilingual and ESL teachers as ELL students transition from elementary school to middle school. They participated in Middle School Fair, Common Core College Fair. ELL students attended Career Day where they had an opportunity to meet with the guests and ask them questions. PTA members are offered Common Core Standards workshops to prepare the students to a smooth transition to middle school. Translators are always available.

4. This school year we will provide ongoing mandated 7.5 hours ESL training to all our new staff members including non-ELL teachers (10 hours for special education teachers). Our ultimate goal is to make sure that every classroom teacher and cluster, RTI teacher receives this training by the end of 2013-2014 academic year. During this training all participants will learn about cultural and linguistic diversity of ELL students, ELL identification process, part 154 regulations, overview of available programs that support ELL linguistic achievement and academic success. They will familiarize themselves with assessments and test accommodations for ELL students. The attendance is recorded, the agenda is provided. Upon completion all participants will receive certificates.

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 is a very strong component at P.S. 385. This school year there will be on-going communication with parents via progress reports, newsletters, meetings and conferences. Translator is always available at school. Parents are invited to Parent-Teacher conferences and other events through letters sent home using preferred language of communication. Personnel involved in these on-going activities will be teachers, administrators, school-based support team members and ESL teachers. Our parent coordinator will also provide our ELL parents with on-going support on resources available to them from our Community Based Organizations (CBOs) and provide trainings and workshops throughout the school year on various topics. Translated versions of materials will also be readily available to our ELL parents. In addition to this, the school has hired a bilingual social worker and Speech teacher. The bilingual psychologist and the bilingual social worker assist families who may be in crisis. Parental involvement will be an integral part to plan for 2013-2014 school year. The Parent Coordinator will work closely with the principal and Parent Teacher Association to address the academic needs of our students. Parents will continue to be notified about upcoming workshops by letters sent home in both languages. The parents of ELL students will attend a variety of workshops throughout the year. The ELL student Parent Orientation workshop was offered on September 25, 2013 to introduce the parents to different programs available to ELL students. Our ESL teacher conducted this workshop. The workshop was offered in the parents' native language to ensure their full participation and understanding provided at the workshop. In addition, parents participated in the workshop to familiarize them with Common Core Learning Standards conducted by the school administrators. It provided the parents with a powerful opportunity to learn how Common Core Learning Standards relate to students' everyday learning and academic success. Also, we are planning to conduct a NYSELAT workshop in spring 2014 to help parents of ELLs familiarize themselves with the specific features of NYSELAT. Parent Teacher Association will meet with the principal on a regular basis to develop specific workshops to address students' social, emotional and academic needs in order to help them achieve their full potential. The Parent Coordinator is also responsible for ordering any necessary translation and interpretation services.

2. Our school partners with Community Based Organizations and other agencies such as ASTOR that provides counseling services for identified students. Also, the school works with Girlfriends Talk and Young Men Talk that helps our students including ELLs develop life skills, build self-confidence, career readiness and cultivate leadership skills. The school works closely with PTA and District Parent Advocate in planning and providing workshops and services for ELL parents. This year we are planning to have Parent Academy. The parents will have an opportunity to learn about Common Core Learning Standards, ReadyGen and Go Math and familiarize themselves with specific strategies and educational web sites that will allow them help their children at home. Translator will be available.

3. The school evaluates the needs of the parents through yearly parent surveys, parent intake forms, ongoing conversations and meetings such as Meet and Great Open School events and Parent Teacher conferences. We offer Parent Orientation meetings on a monthly basis. The school provides language translation assistance when needed. We are also planning to inform the parents through monthly newsletters that will provide them with the information of upcoming events and activities.

4. The school pays close attention to the parents' responses that become a determining factor in parent involvement to address their needs. We assist the parents by offering them academic support. We inform them of the importance of improving the students' attendance and its effect on their academic performance. Also, the school offers guidance with understanding the daily homework assignments and with the information on ARIS. The school's website will soon be available for parents as well. Paste response to questions here:

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.

Our school offers in a number of after school programs such as Theater, Performing and Fine Arts. These programs allow ELLs to enrich their language development in all modalities through discussion, presentations, vocabulary development and extensive visual support.

Part VI: LAP Assurances

School Name: Performance School

School DBN: 07X385

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/1/13
	Assistant Principal		11/1/13
	Parent Coordinator		11/1/13
	ESL Teacher		11/1/13
	Parent		11/1/13
	Teacher/Subject Area		11/1/13
	Teacher/Subject Area		11/1/13
	Coach		11/1/13
	Coach		11/1/13
	Guidance Counselor		11/1/13
	Network Leader		11/1/13
	Other <u>Speech Therapy</u>		11/1/13
	Other <u>Secretary</u>		11/1/13
	Other		11/1/13
	Other		11/1/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 07X385 School Name: Performance School

Cluster: 6 Network: 613

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

Part A: Needs Assessment Findings

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

We use a variety of differentiated approaches to assess our schools written translation and oral needs. To begin with, parents are informed in their native language of curriculum and instructional decisions based on recent data. This method provides families with timely feedback to support academic initiatives. In addition, we utilize the information obtained from Home Language Identification survey during student registration. This allows for strategic planning of instructional resources and sustainable partnerships with families. Lastly, information from ATS Home Language Report(RHLA) to monitor and track languages and dialects spoken by our families.

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.

As per the latest reports, RHLA and the Home language Survey we have seven different languages represented in our school community.

- Spanish(66)
- TWI(1)
- Bengali(1)
- Afrikaans(2)
- Mandinka(4)
- Soninke(8)
- English(150)

Part B: Strategies and Activities

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

The school will provide translated versions of parent letters to support communication and collaboration between the school community and parents. Parents are notified by the phone blast system in dual language to provide information in a timely manner. Written translation is provided by support staff and parent volunteers. When necessary extended family members are included to participate in the exchanges between school and parents.

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.

Services will consist of ELL Parent Orientation, Parent Academy and Workshop to support the new NYSELAT. In addition, we will provide translation support for parent IEP conferences and guest speakers for special program 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>.

The school will provide services according to A-663 by providing parents with translated versions of DOE documents that pertain to current academic initiatives. In addition, our PTA will display important notifications in prominent languages to support parent understanding of school wide safety and academic initiatives.

2012-13 Comprehensive Education Plan (CEP)

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: Performance School	DBN: 07X385
Cluster Leader: Douglas Knecht	Network Leader: Maria Quail
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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>75</u>
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input 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: 5
of certified ESL/Bilingual teachers: <u>5</u>
of content area teachers: <u>5</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: PS 385X will use Title III funds to improve English Language Proficiency, support native language development, and to promote proficiency in mathematics. To support second language acquisition, explicit, intensive, and focused instruction will be delivered via small group and individualized instruction. Materials and activities include, but are not limited to pictures, graphic organizers, charts, flash cards, games, songs, listening centers, classroom library, dictionary, thesaurus for ELLs, math manipulatives, as well as computer software programs.

Three licensed teachers in Bilingual Common Branches and two ESL will service approximately 75 students from grades K to 5. The language of instruction will be in English with native language support as needed. Participants will attend an After School Enrichment Program three hours a week on Tuesdays and Thursdays as well as Saturday Academy for four hours. Students will be selected based on their NYSESLAT proficiency test results. All beginners and intermediate students will receive direct instruction in letter recognition and phonics/phonemic awareness using Imagine It! Advanced students will receive direct instruction in reading fluency and comprehension using various strategies, such as bridging, reciprocal teaching, semantic maps, etc. Guided reading with English and Spanish classroom libraries will be used to support reading comprehension as well as language development components including retelling, discussion, responding to, and generating ideas for stories. Teachers will also use a web based mathematics program, Help Math, in addition to My Math, to help build students' conceptual understanding as well as learn key mathematics terms and concepts. Where appropriate, ELL teachers will team teach in classes they support to promote students' reading, writing, speaking, and listening proficiency.

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: Professional development is an essential component of enhancing the quality of ELL instruction. After school or school day professional learning series will provide teachers the opportunity to learn best practices to support the academic and language needs of English Language Learners. Professional learning series will focus on development of language objectives, methods for scaffolding instruction, CR Part 154 compliance, providing multiple entry points via translanguaging strategies, strategic grouping and differentiation, modality assessment using varied methods and sources, curriculum design and thematic integration, and providing genre specific strategies to enhance reading and writing skills. Teachers will meet for two hours, twice a month. These professional learning

Part C: Professional Development

opportunities will be facilitated by the Network, school leaders, and/or other ELL teachers. ELL teachers will also attend Network and/or Citywide professional development. In addition, we will use the following professional literature to enhance our pedagogy: Scaffolding ELL instruction by Jane Echevarria.

Part D: Parental Engagement Activities

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

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

Begin description here: Parents of ELLs will be offered afterschool opportunities to engage in meetings to discuss and learn about New York State Assessments, e.g., ELA, Math and NYSESLAT and how to support their child's English acquisition. The goal of such meetings will be to provide parents with an enhanced understanding of test formats, time and overall academic demands on their child that the test will elicit. Meetings will take place every other month beginning in October, last approximately one hour and facilitated by our ELL teachers Ms. Kalika and Ms. Mascunana. Parental communication for such meetings will be in the form of letters sent home to parents with their children as well as via phone by Parent Coordinator: Lisa Pineda. Moreover, parents will also be provided with information regarding the tools and strategies that may be used at home to help their child with his/her acquisition of English. For example, parental awareness on computer software for ELLs as well as Help Math (Math learning program), which the school has purchased such web-based programs to assist student understanding of English and its application in the form of speaking, reading, writing and listening tasks as well as for their understanding of Mathematical concepts and vocabulary. Such programs are available to children twenty-four hours, seven-days a week and parental awareness will be communicated during such before mentioned meetings. Workshops will take place the third Wednesday of each month and start at 9:00 a.m. until 10:00 a.m. Moreover, parents will be informed about the accommodations provided to ELLs for testing as well as inform them of their parental rights to ensure awareness of all testing regulations. Parent workshops will be provided in Spanish and English. Other languages in need of translation services, we will translate documents using Google Translate for such parents.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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Part E: Budget

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

Allocation Amount: \$

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

