



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: THE SCHOOL FOR ENVIRONMENTAL CITIZENSHIP
DBN (i.e. 01M001): 10X386
Principal: LYNNANN FOX
Principal Email: LFOX2@SCHOOLS.NYC.GOV
Superintendent: MELODIE MASHEL
Network Leader: PETRINA PALAZZO

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
Lynnann Fox	*Principal or Designee	
Bessie Chance	*UFT Chapter Leader or Designee	
Flor Cabrera	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Michael Gonzalez	Member/ Teacher	
Deirdre Dillon	Member/ Teacher	
Danya Vega	Member/ Teacher	
Lisa Greene	Member/ Parent	
Saldana Aracali	Member/ Parent	
Aries Batista	Member/ Parent	
Abigail Sotomayor	Member/ Parent	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

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

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

School Receiving Title I Funds

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

SCEP Checklist

All Schools

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

School Information Sheet for 10X386

School Configuration (2013-14)					
Grade Configuration	PK,OK,01,02,03,04,05	Total Enrollment	511	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	49	# SETSS	N/A	# Integrated Collaborative Teaching	58
Types and Number of Special Classes (2013-14)					
# Visual Arts	21	# Music	1	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	94.8%	% Attendance Rate			92.2%
% Free Lunch	97.0%	% Reduced Lunch			1.2%
% Limited English Proficient	27.3%	% Students with Disabilities			14.1%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.4%	% Black or African American			18.4%
% Hispanic or Latino	80.0%	% Asian or Native Hawaiian/Pacific Islander			0.6%
% White	0.6%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	0.97	# of Assistant Principals			1
# of Deans	N/A	# of Counselors/Social Workers			1
% of Teachers with No Valid Teaching Certificate	2.6%	% Teaching Out of Certification			5.3%
% Teaching with Fewer Than 3 Years of Experience	15.8%	Average Teacher Absences			7.1
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	18.0%	Mathematics Performance at levels 3 & 4			24.1%
Science Performance at levels 3 & 4 (4th Grade)	58.1%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

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

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.

In the 2012-2013 school year, the administrative team conducted multiple formal and informal classroom observations per teacher and followed up with explicit feedback, using the Danielson framework as a tool for development. Teachers met with administrators during beginning of the year and middle of the year conferences to identify goals and practices in need of improvement. Money was allocated to send teachers to professional development series dedicated to both teacher effectiveness and the Teachers College Reading and Writing Project literacy units. Because of this, teachers were able to improve their practice, which resulted in heightened levels of student engagement and maximized learning opportunities needed to meet the Common Core Learning Standards. We allocated Title IA funding to further develop our teachers, we were able to continue our partnerships with a Math AUSSIE consultant and Teachers College coaches to strengthen pedagogy and collaboration, which resulted in greater differentiation in individual classrooms and the creation of challenging learning tasks. Because we allocated Title III and Title III immigrant funding to increase student performance on the 2013 NYS ELA exam, we were able to track and use classroom level data to create a Saturday ELL Academy and afterschool programs focused on improving students' skills in literacy. This resulted in the formation of subgroups within classrooms, where students were identified for targeted instruction with the use of newly purchased curriculum materials as well as curriculum already available within the building. We used Fair Student Funding to develop PBIS and Character Education programs within the school building. This resulted in teacher and student use of "School for Environmental Citizenship (SEC) Dollars" which could be used to purchase items as rewards for positive behavior. Additionally, students voted each month for the students in their respective classrooms who demonstrated the value of the month. These students were rewarded each month with a special lunch with the principal. We used Title I funding to host monthly Family Fun Nights and partner with the New York City Department of Education's Parents Academy. As a result, we were able to keep parents informed on ways to support their children's education and increase their involvement in the school.

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

In 2012-2013, the areas for improvement in our school were:

- a. Tenet 2: School Leadership Practices and Decisions: 2.5 (Use of data and teacher mid-management effectiveness)
 - i. Enrich the curriculum in all classrooms to ensure that the delivery of instruction leads to heightened levels of student engagement and questioning extends student thinking, to maximize learning
- b. Tenet 3: Curriculum Development and Support: 3.4 (Teacher collaboration)
 - i. Strengthen pedagogy to ensure that instruction is differentiated, based on student learning outcomes, and that tasks are consistently challenging and engaging for all students and student subgroups to accelerate student performance.
- c. Tenet 4: Teacher Practices and Decisions: 4.5 (Use of data, instructional practices and student learning)
 - i. Identify the strengths and needs of all student subgroups using classroom level data, and track student learning goals to accelerate performance
- d. Tenet 5: Student Social and Emotional Developmental Health: 5.4 (Safety)
 - i. The 2011-2012 Learning Environment Survey showed 23% of parents feel their children are bullied once in a while at school

- e. Tenet 6: Family and Community Engagement: 6.4 (Partnerships and responsibility)
 - i. The 2011-2012 Learning Environment Survey showed 38% of all parents feel they are invited at least once a month to the school.

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

In creating the 2012-2013 SCEP, it was challenging to find time for teachers to input their ideas into the plan because they had to balance this with all of the other school and state mandates throughout the year. Finding time to schedule meetings where every member of the SLT could attend was difficult.

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

The school was successful in implementing the 12-13 SCEP. 100% of teachers received four informal and two formal observations with specific feedback aligned with the Danielson framework. A school-wide professional development schedule was created and 100% of teachers attended professional development workshops, specific to their needs, offered by both the network and Teachers College related to literacy and teacher effectiveness. All professional development was turn-keyed at grade team meetings and/or lunch and learns to ensure all teachers received updated information for each unit of study. This resulted in more effective unit and lesson planning where student engagement and questioning techniques were addressed specifically. While working with the Math AUSSIE consultant, teachers collaborated to create a school-wide, child-friendly rubric for math tasks that addressed problem-solving skills. By the end of the year, students in grades k-5 were able to articulate their areas in need of improvement according to the rubric. By implementing a Saturday ELL academy and afterschool programs for grades k-5 with a focus on literacy, we were able to increase students' reading achievement. 98% of the students in the afterschool program showed growth as evidenced by the Fountas and Pinnell Reading Benchmark Assessment. At the beginning of the afterschool program, 0% of the students identified as needing interventions were meeting grade level benchmarks. 38% of these students in the afterschool program met end of year benchmarks. In 2011-2012, 23% of parents reported they felt their children were being bullied in school. After implementing the PBIS program in conjunction with the Character Education program, this percentage decreased to 20% for the 2012-2013 school year. In 2011-2012, 38% of parents felt they are invited at least once a month to the school. After implementing a survey to assess parents' needs, hosting Family Fun Nights, and partnering with outside programs to keep parents informed on ways to help their children academically, 40% of parents reported they were invited to events at the school 5 or more times in the 2012-2013 school year.

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

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

Answer the following questions regarding the 13-14 SCEP

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

The Administrative team was dismantled during the fall of 2013. Getting all constituents together to create goals in a timely manner was challenging. In addition to the challenges in creating our goals for the 2013-2014 school year it will be challenging to make sure all components of all goals are adequately addressed with one administrator in the building.

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

While all of our students have made adequate yearly progress we have met AYP using Safe Harbor. Our 2013-2014 plan focuses mainly on the bottom third of our school building which encompasses the vast majority of our ELL population and our students with disabilities.

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

School Leaders will use weekly grade team meetings, faculty conferences, and professional development sessions to communicate the goals of our school. In addition to articulating this information to our school staff, the parents will be invited to numerous workshops throughout the year. Additionally all communication with families is sent home via backpack and through our school website. Also we use a phone management system to communicate with families to remind them about upcoming school wide events including but not limited to: monthly family fun nights, Cook Shop Workshops and other events hosed by the school.

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

If we continue to provide our teachers with quality professional development opportunities to improve their

practices and use data to adjust instruction, support students' social and emotional growth throughout the school day, and emphasize parent involvement and support at home, then student learning will improve.

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

School leaders will assess teachers' needs at conferences throughout the year and allocate funding to support their development. In doing so, teachers will attend workshops geared towards their specific needs and the needs of the students in their classrooms. School leaders, teachers, and staff will continue to develop the school's character education program and units as well as the PBIS program to ensure students are supported socially throughout the day. Teams will be formed to assess and monitor the progress of the programs and make necessary adjustments as the school year continues. The school will allocate funding to support parents in their efforts to assist the students at home. The Parent Coordinator, in collaboration with the Parents' Association, will conduct a survey of parent needs. The survey will be used to form topics for workshops focusing on academic areas. The workshops will occur once per month in addition to monthly Family Fun Nights. Funding will also be allocated to support parents with outside organizations, such as Cook Shop, to further increase the parents abilities to help their children grow as learners in all areas.

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

The SCEP was developed with the input of teachers and parent members of the SLT team. The team reflected on the successes and challenges of the previous school year. Parents had a strong input in the SCEP and great attention was paid to the feedback from the superintendent on parent involvement. The team looked closely at our school's learning environment survey, progress report, quality review, school-wide reading data, as well as student scores on the 2013 NYS ELA and Math exams to create goals and action plans. The team considered the demographics of the student population and brainstormed ways to reach such a transient group.

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

The school has the capacity to effectively oversee and manage the improvement plans. Teachers, with the support of grade team leaders, meet weekly to analyze student work and monitor progress toward goals. Additionally, teacher leaders provide agendas, notes, and feedback to administrators to manage the effectiveness of the improvement plan. Teachers work closely with coaches from Teachers College and the math AUSSIE consultant to develop their practice. Coaches and consultants debrief with administrators after each session. The school plans to add another assistant principal to support teachers and provide quality feedback and action plans for teachers to improve their practice. The administration works closely with the business manager, school counselor, and parent coordinator to effectively manage all character education and parent involvement programs.

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).

Continue to refine teacher questions that promote student discussions and engage all students in high levels of thinking in order to continue to bolster student performance. 1.2

Review Type:	Quality Review	Year:	2012-2013	Page Number:	6	HEDI Rating:	PROFICIENT
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Tenet 2: School Leadership Practices and Decisions

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

x	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, 95% of teachers will improve at least one proficiency level in component 3b Using Questioning and Discussion Techniques on their final observation as per the Danielson Framework for teaching scale.

Instructional Strategies/Activities

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

1.	Strategies/activities that encompass the needs of identified subgroups
1.	All teachers will be invited to attend three school facilitated after-school professional development sessions to increase the quality of writing lesson plans specific to creating quality questions and discussion techniques.
2.	All teachers will complete at least two self-reflections regarding their practice within domain 3b Using Questioning and Discussion Techniques of the Danielson Rubric
3.	All teachers will engage in fish bowl sessions with Teachers College Coaches in lab site classrooms
2.	Key personnel and other resources used to implement each strategy/activity
1.	The principal, all teachers, Teacher’s College coaches, AUSSIE Math Consultant, grade team leaders, and network support.
2.	All teachers will complete a self-reflection in March and June and submit to the Principal
3.	Classroom teachers, Teacher’s College Coaches, and Principal
3.	Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.	An increase in the number of teachers participating in professional development around using questioning and discussion techniques
2.	Self-Reflections will be used both prior to and post each observation to measure the alignment between teachers’ self-reflection and observed practices
3.	Use of techniques observed in classroom observations
4.	Timeline for implementation and completion including start and end dates
1.	January 2014 to June 2014.
2.	A minimum of two times per year, September 2013-June2014
3.	Five times per year from September 2013-June 2014
5.	Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.	Three, 2 hour professional development sessions X 2 teacher facilitators X 35 teachers participating X 1 Principal; Copy paper, school/office supplies
2.	No cost for this activity

3. Teacher’s College Reading and Writing Project Professional Development Consultant.

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.

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

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

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

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

Major Recommendation

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

Continue to refine teacher questions that promote student discussions and engage all students in high levels of thinking in order to continue to bolster student performance. 1.2

Review Type:	Quality Review	Year:	2013-2014	Page Number:	6	HEDI Rating:	PROFICIENT
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Tenet 3: Curriculum Development and Support

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

x	3.2 Enact curriculum	X	3.3 Units and lesson plans
x	3.4 Teacher collaboration	x	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, 95% of teachers will improve at least one level in component 1e Designing Coherent Instruction on their final observation as per the Danielson’s Framework for teaching scale.

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. All teachers will be invited to attend three school facilitated after-school professional development sessions to increase the quality of writing lesson plans specific to creating quality questions and discussion techniques.
2. All teachers will complete at least two self-reflections regarding their practice within domain 1e Designing Coherent Instruction of the Danielson Rubric
3. All teachers will engage in fish bowl sessions with Teachers College Coaches in lab site classrooms

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

1. The principal, all teachers, Teacher’s College coaches, AUSSIE Math Consultant, grade team leaders, and network support.
2. All teachers will complete a self-reflection in March and June and submit to the Principal
3. Classroom teachers, Teacher’s College Coaches, and Principal

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

6. An increase in the number of teachers participating in professional development around using questioning and discussion techniques

7. Self-Reflections will be used both prior to and post each observation to measure the alignment between teachers' self-reflection and observed practices
8. Use of techniques observed in classroom observations

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

1. January 2014 to June 2014.
2. A minimum of two times per year, September 2013-June 2014
3. Five times per year from September 2013-June 2014

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

1. Three, 2 hour professional development sessions X 2 teacher facilitators X 35 teachers participating X 1 Principal
2. No cost for this activity
3. Teacher's College Reading and Writing Project Professional Development

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.

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

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

While school leaders and staff believe that students learn best by providing them with a variety of instructional techniques and strategies, across classrooms the use of teacher questions that promotes thinking does not strategically provide students opportunities for higher level thinking. Questions were not tailored to meet the diverse learning abilities of students. As a result, there are missed opportunities to strategically provide English language learners, special education students and high performing students with supports into curricula that engage students in higher level thinking.

Review Type:	Quality Review	Year:	2012-2013	Page Number:	6	HEDI Rating:	PROFICIENT
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Tenet 4: Teacher Practices and Decisions

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

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

Annual Goal #3

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

By June 2014, there will be a five percentage point increase in the number of students meeting and/or exceeding proficiency on the 2014 New York State English Language Arts Exam.

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. ESL students who scored Advanced and Intermediate on the 2012-2013 NYSESLAT testing will be provided with 4 hours of small group instruction on Mondays and Wednesdays after school starting in February.
2. Students who are newcomers to the United States and are not proficient in English will attend an afterschool program 4 hours per week.
3. The bottom 1/3 of students in Kindergarten through Second grades will be provided with 4 hours weekly of afterschool instruction. Students are provided with small group instruction to address specific areas for improvement based on F & P data and reading readiness skills. The vast majority of the students identified fall into the bottom third subgroup as well as, the ELL subgroup.
4. Everyday all of our at risk students are provided with a period of Academic Intervention Services. Children receive differentiated instruction and multiple entry points based on Fountas and Pinnell, Teachers College Writing and teacher made assessments.

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

1. Two ESL certified teachers will use Imagine Learn, Head Sprout and Getting Ready for NYSESLAT to aide in the achievement of our ELL's.
2. One ESL certified teacher will use Cornerstone and Getting Ready for NYSESLAT to aide in the achievement of this group of ELL's
3. Eight certified teachers will use Preventing Academic Failure and Interactive Read Alouds with their students to increase phonemic awareness, phonics and language skills.
4. All classroom teachers have been provided with Coaches to assist them with modifying instruction for these students.

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

1. To evaluate the progress teachers and administrators analyze the results of Achieve 3000 and how the children score on the subtest for Getting Ready for NYSESLAT.
2. To evaluate the progress the children will be assessed with a baseline, midline and end-line using the Cornerstone program
3. Initially the teachers administer a baseline assessment. The teachers analyze the results to create small group instruction and different entry point for learning. At the mid way point of the program the teachers administer a midterm to look for trends and analyze growth. The teachers submit data to school administrators three times during the course of the program.
4. Five times a year the teacher will use formal Fountas and Pinnell data to determine if the strategies and multiple entry points are helping the students achieve.

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

1. January 2014 to May 2014.
2. January 2014 to May 2014
3. September 2013 to June 2014.

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

1. NYS Ready ELA test prep has been purchased for grades 2-5.

2. Cornerstone Program, 1 teacher X 4 hours a week X 10 Weeks
3. Replenish supplies for preventing academic failure.
4. Teacher's College reading and writing project coaching.

Budget and Resource Alignment

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

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

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

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

According to the 2012-2013 Learning Environment Survey, 20 % of parents feel students harass or bully other students.

Review Type:	Learning Environment Survey	Year:	2012-2013	Page Number:	7	HEDI Rating:	N/A
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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, there will be an 5% decrease in the number of parents who feel students harass or bully other students.

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. Character Education Program to review ten different values for each month during classroom meetings and reinforce the value of the month throughout the school day.
2. School-wide Positive Behavior Intervention System to help maintain a safe, positive school environment. Individual incentives include school dollars distributed to students who demonstrate positive behaviors and model the values that are part of the Character Education program. The students are able to purchase prizes with the dollars accrued and are reminded to repeat the same behavior which allowed them to receive dollars. Whole class incentives include coins distributed to classes who demonstrate positive behaviors and model the school values as recognized by staff. Classes who receive the most coins at the end of each month are entitled to celebrate for a day and receive a class prize (i.e. party, movie, recess, game time, etc...). Teachers, support staff and administration will analyze trends in regards to behavior changes/patterns in students as a result of participating in the PBIS program incentives as well as monitor the effect of PBIS in regards to the school environment and culture.
3. Parents are invited to PBIS/Character Education assemblies as well as safety workshops throughout the year. They are notified via memos and monthly

newsletters of the value of the month that should be discussed at home with children.

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

1. Classroom teachers, paraprofessionals, cluster teachers, related service providers, office/business staff, school support/school aides and administrators.

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

1. Students and teachers in all classes use individual character rubrics specific to each month to determine what exemplifies the value of the month. The class votes for nominees who have demonstrated characteristics of the value for each month.
2. Teachers and all other staff are responsible for issuing S.E.C. dollars to individual students who make good choices and exemplify the school values. Students are given the opportunity to shop for prizes using their dollars. Support staff, clusters, and all staff other than classroom teachers are responsible for distributing class coins to classroom teachers/students as a group incentive. Teachers and staff are encouraged to have daily discussions regarding the general behavior of the class as well as the reasons for issuing/not issuing class coins.
3. Parents are encouraged to discuss the expectations of Character Education and PBIS (i.e. monthly values, safety, appropriate behavior, etc...) with children in order to promote good behavior needed for receiving individual dollars and class coins.

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

1. September 2013 – June 2014

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

1. Ten separate units of study including role plays, lesson plans and associated literature are provided to teachers in order to supplement daily Character Education instruction PBIS bulletin boards are located on each floor of the school to display student work related to the values
2. Awards and prizes tailored to represent the values of the month will be purchased from Positive Promotions and used for recognizing students and rewarding them on a regular basis. Students are able to shop each month for prizes to be purchased with S.E.C. dollars. A class from the lower and upper grades that receives the most coins will be invited to celebrate in an activity specific to the month. Students who display positive behavior are rewarded with small prizes and recognized/praised verbally on a daily basis.
3. Parents are invited to child safety and prevention workshops hosted by outside agencies (i.e. CAPP-NYC and NYSPCC). Parents are also invited to assemblies in which students conduct performances along with teaching staff that provide information regarding the safety, culture, values of the month via song, dance, poetry, theatre/role-play, etc... Students make props with the assistance of the art teacher and volunteers.

Budget and Resource Alignment

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

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

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

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		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).

According to the 2012-2013 Quality Review, the school needs to continue to develop systems that communicate high expectations to students and parents and provide all stakeholders with feedback about student progress in order to further promote student achievement.

Review Type: Quality Review	Year: 2012-2013	Page Number: 7	HEDI Rating: PROFICIENT
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Tenet 6: Family and Community Engagement

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

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

Annual Goal #5

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

By June 2014, there will be a significant increase in the number of parents who are regularly informed of their children's progress and next steps for learning via an improvement in teacher updates of academic status and achievement, distribution of regular NYC mandated triannual report cards and also school selected marking period progress reporting.

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. Monthly workshops to increase home-school collaboration in efforts to assist their children in reaching higher levels of achievement.
Workshops/Family Fun Nights/Cookshop)
- September
- Welcome Back to School Event
 - ARIS Workshop
 - Curriculum Night
- October
- Internet Safety Workshop
 - Safe Touches Workshop
 - Seniors Class/Parent Meeting
- November
- Middle School Application Workshop ~ November 26, 2013
 - GED/ESL Workshop ~ Parent Involvement
- December
- Math Bowl Night ~ December 4th
 - Family Fun Night ~ Holiday Event (Gingerbread House) December 18th
- January
- Cook Shop Workshop/Healthy Cooking & Eating ~ January 9th
 - Family Fun Night ~ Healthy Eating & Exercise ~ January 23rd
 - Common Core & Testing Workshop ~ January 28th

- Volleyball Tournament ~ Tentative

February

- Cook Shop Workshop/Healthy Cooking & Nutrition ~ February 6th
- Family Fun Night ~ Healthy Heart (Valentine's Day Theme) February 20th
- GED/ESL/ Parent Involvement ~ Tentative
- Senior Class/ Parent Meeting February 27th
- Volleyball Tournament ~ Tentative

March

- Cook Shop Workshop/Healthy Cooking & Nutrition ~ March 6th
- Volleyball Tournament w/Parents ~ March 13th (tentative)
- Assisting your Child & Testing ~ March 27th
- Math/ Reading Bowl Night ~ March 20th

April

- Cook Shop Workshop/Healthy Cooking & Nutrition
- Career Day ~ Tentative Date
- Dance/Chorus Performance ~ April 18th
- Volleyball Tournament w/Parents

May

- Cook Shop Workshop/Healthy Cooking & Nutrition ~ May 15th
- Spring Fling Dance ~ May 9th
- Career Day ~ Tentative Date
- Volleyball Tournament ~ Tentative Date ~ May 29th

June

- Volleyball Tournament w/Parents June 5th
- Award Dinner K~4 ~ June 12th
- Dance/Chorus Performance ~ June 13th
- Senior Class Awards Dinner ~ June 18th
- Graduation ~ June 24th

2. Use of the school voice messaging system with detailed information and school website to inform parents of events, workshops, student support techniques, testing dates and other information.
3. Distribution of citywide mandated reports cards three times a year and school-generated progress reports during scheduled marking periods in between the regular citywide marking periods.
4. Distribution of a monthly newsletter highlighting student work and discussing the specific learning standards, units and topics/themes being taught

across the content areas on all grade levels.

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

1. Parents/guardians, parent coordinator, classroom teachers, guidance counselor, administrators and school support staff will help implement all strategies/activities.

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

1. An increased total number of parents attending monthly workshops.
2. An increased total number of parents receiving direct voice messages at home and parents visiting the school's website for information and updates.
3. Parents have more opportunities as opposed to three mandated times per year to analyze their academic status of their children and get help from the school for devising a plan to assist their children with areas of needed improvement.
4. Parents are able to review and help their children focus on the material currently being taught in the classroom, get an idea of what the expectations are on other grade levels and also get a visual idea of exemplary student work.

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

1. January 2014 – June 2014

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

1. Cookshop, ARIS, TC, AUSSIE, physical education department, etc...
2. Voice messaging system, www.ps386x.org,
3. School generated progress reports and copied/signed NYC Public School report cards, parent-teacher conferences, phone calls, letters, promotion-in-doubt information, etc...
4. School generated newsletters including summaries of class work and units of study provided by grade level teams and leaders.

Budget and Resource Alignment

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

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

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Preventing Academic Failure (PAF) program for grades K-2 Reading Recovery Achieve 3000 NY iReady ESL Afterschool Program ESL Saturday Academy New York Ready Test Prep Words their Way	Small groups Grade 1-Small Groups Grades 2-5 Grades K-5 New Admits: Grades K-5 Grades K-5 Grades 2-5 Grades K-5	After School 3:30-5:30 p.m. and during the school day During the School Day During the School Day During the School Day and at home After School 3:30-5:30 p.m. Saturday 8:30-12:30 p.m. After School 3:30-5:30 p.m. During the School Day
Mathematics	New York Ready Test Prep	Grades 2-5	After School 3:30-5:30 p.m.
Science	Kaplan Science	Grade 4	During the School Day
Social Studies	Guided Reading and Book Clubs	Grades K-5 Small Group	During the School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Scheduled at-risk caseload in addition to mandated students	Any student on an as needed basis	During the School Day

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

a. All elements of the *All Title I Schools* section must be completed*.

4. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.

5. 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.
In order to ensure that staff are considered Highly Qualified, they are involved in the following programs within the P.S. 386 community: <ul style="list-style-type: none"> • Teachers have set annual goals using the Danielson Framework as a tool • Teachers are observed formally and informally using the competencies of the Danielson Framework • They are trained in the TCRWP curriculum which is aligned to the Common Core Standards. • Teachers meet once a week with a focus such as: looking at student work, looking at data, evidence, and next steps, common lessons, and best practices. • Teachers receive, attend, and conduct professional development sessions. • Teachers create monthly newsletters. • Teachers implement behavioral and reward systems within their classrooms. • Teachers maintain progress reports and establish relationships with parents. • Teachers track student growth through monitoring of student behavior. • Teachers differentiate the learning of students so that students are comfortable with learning in the classroom. • Teachers participate in meetings with administrators to discuss their instructional practices • Teachers visit other classrooms within the school community to learn best practices

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).
<ul style="list-style-type: none"> • Teacher's College Reading and Writing Project Coaches meet with our teachers and plan for upcoming units of study. • We have hired a math consultant that collaborates with our teachers on aligning and tracking math data to the Common Core Learning Standards • Our teachers attend workshops hosted by Teacher's College Reading Writing Project, Network 606 and the Office of English Language Learners

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.).
We have three Universal Pre-K classes that service 54 students. Our students in temporary housing are provided with uniforms, supplies, glasses and any other materials or medications that are needed for them to be successful in school. We fund seven afterschool programs. We also use monies for field trips, AIS, Violence Prevention Workshops, Safe Touch workshops, our PBIS program, Peer Mediation/Bullying Program, Attendance Awards and family workshops.

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.).
<ul style="list-style-type: none"> • Parent involvement activities, including family fun nights, Parents as Readers, class participation and workshops on best practices for early childhood students, transitioning from pre-school and attendance awareness. • Kindergarten orientation • Early screening • Progress Reports and Report Cards • In-school transition activities between Pre-K and Kindergarten teachers • Aligned resources • Field Trips

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.

Teacher Team meeting time is utilized to analyze student data and in turn we utilize the data to make instructional adjustments to increase student achievement. Furthermore, teachers are provided professional development opportunities as a result of student data. Grade team leaders meet once a month for grade team planning and vertical planning to align assessments and curriculum across the school.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the

proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

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

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

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- providing families with a progress report that outlines their child's strengths and weaknesses as well as, strategies for parents to implement at home. By building upon the existing "reciprocal relationship" between primary caregiver and the teacher will be beneficial to the entire learning community.

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;
- take an active role in participating in our character education curriculum and PBIS program..

**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 10	Borough Bronx	School Number 386
School Name School for Environmental Citizenship		

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 Domingo Martinez	Assistant Principal Lynnann Fox
Coach	Coach
ESL Teacher Regina Rodriguez	Guidance Counselor Sajoya Walker
Teacher/Subject Area Ahmed Salama/ESL	Parent
Teacher/Subject Area	Parent Coordinator Maria Amaya
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	3	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	458	Total number of ELLs	143	ELLs as share of total student population (%)	31.22%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained			1	1	1									3
Pull-out	4	3	2	1	1	1								12
Total	4	3	3	2	2	1	0	0	0	0	0	0	0	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	143	Newcomers (ELLs receiving service 0-3 years)	114	ELL Students with Disabilities	25
SIFE	1	ELLs receiving service 4-6 years	28	Long-Term (completed 6+ years)	1

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	114	1	18	28	0	7	1	0	0	143
Total	114	1	18	28	0	7	1	0	0	143

Number of ELLs who have an alternate placement paraprofessional: 3

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	26	27	30	17	22	12								134
Chinese	1			1										2
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2	3		1	1								7
TOTAL	27	29	33	18	23	13	0	0	0	0	0	0	0	143

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)	18	5	3	2	6	1								35

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)	5	17	8	5	6									41
Advanced (A)	25	9	16	13	4									67
Total	48	31	27	20	16	1	0	0	0	0	0	0	0	143

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	11	9	1	0	21
4	10	5	0	0	15
5	11	4	1	0	16
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	6		12		3		0		21
4	6		8		0		1		15
5	12		3		2		0		17
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		7		5		1		16
8									0
NYSAA Bilingual (SWD)									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our school uses the Fountas and Pinnell Benchmark Assessment System to assess the literacy skills of all students. According to our school data from September 2013 (see below), many of our ELLs showed improvement in reading but are reading significantly below grade level.
Kindergarten-All ELLs are currently either pre-emergent or early emergent.
1st Grade-76% of ELLs are reading below grade level, 24% of ELLs are reading on grade level
2nd Grade-91% of ELLs are reading below grade level, 9% of ELLs are reading on grade level
3rd Grade- 58% of ELLs are reading below grade level, 24% are reading on grade level, 18% are reading above grade level
4th Grade-82% of ELLs are reading below grade level, 9% are reading on grade level, 9% are reading above grade level
5th Grade- 84% of ELLs are reading below grade level, 8% are reading on grade level, 8% are reading above grade level
This data will be used to assist teacher teams in planning reading instruction for ELLs.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
NYSESLAT Data Patterns- Based on the 2013 NYSESLAT results, a majority of our students increased their proficiency level by at least one level. A small number of students either remained at the same proficiency level or went down by one level. Currently in our school, 54% of our ELLs are Advanced, 39% are Intermediate, and 7% are Beginners.
In 1st grade, 62% scored Advanced, 27% scored Intermediate, 11% scored Beginner on the 2013 NYSESLAT. When they first enrolled in our school in Kindergarten, most of them were Beginners. In 2nd Grade, 39% scored Advanced and 61% scored Intermediate. Although the majority of our 2nd Grade ELLs are Intermediate, most of them showed growth since they were at the Beginner Level in 1st Grade. In 3rd Grade, 75% of ELLs scored Advanced, 19% scored Intermediate, 6% scored Beginner. In 4th grade, 65% of ELLs scored Advanced, 29% scored Intermediate, and 6% scored Beginner. In 5th grade, 36% of ELLs scored Advanced, 55% of ELLs scored Intermediate, and 9% scored Beginner.
LAB-R Data Patterns- Based on the LAB-R administered to all new ELLs in September, 74% are Beginners and 26% are Advanced. This includes 25 Kindergarten ELLs, 3 ELLs in 1st grade, 1 ELL in 2nd, 3rd, and 5th grade, and 4 ELLs in 4th grade.
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](#))
Our school uses data based on the NYSESLAT modalities to help teachers of ELLs plan accordingly for their students in literacy and other content areas. The AMAO tool is unavailable as of November 5, 2013.
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. Based on the NYSESLAT exams, most of our ELLs are still in need of support in reading and writing. As for the NYS ELA and Math exams, most of the ELLs scored Level 1 or Level 2 on the exams taken in April 2013. The results also show that most ELLs scored better on the NYS Math exam. None of our students took the exam in their native language but native language glossaries were available during the Math exam.

b./c. Our school currently doesn't administer the ELL Periodic Assessment.
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](#).)
Our school uses data to determine whether a child is Tier I, Tier II, or Tier III. Students who are Tier III are receiving At-Risk SETSS. Students who are Tier II are receiving AIS services. Students who are Tier I in grades 2-5 will be using the Achieve 3000 program. Students who are the lowest third in Kindergarten and 1st Grade will be receiving AIS support during the last period every day.
6. How do you make sure that a child's second language development is considered in instructional decisions?
After a new admit is administered the LAB-R, if the child's native language is Spanish then the Spanish LAB is administered. This helps to determine their level of proficiency in Spanish in the four modalities. Students are asked to read a book and write a story in their native language. The results are shared with the classroom teacher to assist with instruction of the student.

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

Not applicable.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
 The success of our ELL program is evaluated through student performance. We use NYSESLAT, NYS ELA, and NYS Math exam results. In addition, we use data from the the Fountas & Pinnell Running Records.

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](#).)
 Upon enrollment, parents are given the Home Language Identification Survey to fill out with our two certified ESL providers, Mr. Salama and Ms. Rodriguez. In order to accommodate parents in native language support during the intake process, parents are accompanied by a pedagogue throughout each step of the process in order to obtain accurate information on the HLIS as parents complete this form. Mr. Salama conducts informal oral interviews in English. Ms. Rodriguez conducts informal oral interviews in English and Spanish. If a parent speaks a language other than English and Spanish, we rely on family members who speak the native language and if necessary call the Translation & Interpretation office and request a translator. Based on the HLIS and the informal interview, Mr. Salama and Ms. Rodriguez determine a students' eligibility for LAB-R testing. If a student is eligible for testing, then the LAB-R is administered by Mr. Salama or Ms. Rodriguez in English within the first 10 days of enrollment. This assessment is used to determine the students' status as an English Language Learner and their eligibility to receive services. If a student doesn't pass the LAB-R, they are given the Spanish LAB if their HLIS indicates Spanish as their home language. Ms. Rodriguez administers the Spanish LAB.
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.
 Our school ensures that all parents of English Language Learners understand all three program choices (Transitional Bilingual Education, Dual Language, and Freestanding ESL). After parents fill out the Home Language Identification Survey, the ESL teachers determine a student's eligibility for ELL services. Within 10 days of enrollment, parents are notified of their child's ELL status. If a student is eligible for ELL services, the parents are sent an entitlement letter informing them of their child's eligibility in addition to the ELL programs brochure and an invitation to an ELL Parent Orientation.
 During the Parent Orientation sessions, the ESL teachers confer with parents both collectively and individually to discuss the different ELL instructional programs offered in New York City. The Parent Orientation sessions are offered in the parents' preferred language. Prior to viewing the orientation video, the parents are given a brief introduction about CR Part 154 and the 3 program options available for their child. Parents are informed that bilingual classes are established at the school when 15 parents request the program across two grades. After the introduction, parents are given the opportunity to watch the orientation video in their preferred language. Parent Surveys and Program Selection forms are completed during the orientation to ensure their accuracy. Once all program selection forms have completed, they are sorted by program selection.
 If it's shown that we have 15 or more parents across two grades that request bilingual, we send the parents from the previous year who requested bilingual education for their child a letter informing them of the possibility of opening a bilingual class.
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 ESL providers send entitlement letters to the parents whose child is eligible for ELL services in the parent's preferred language. During the Parent Orientation, the ESL providers give parents the Parent Surveys and Program Selection forms after the orientation video is shown. The forms are filled in by the parents and collected the same day to ensure all forms are filled out completely. For parents that are unable to attend the orientation, we give them the option to call the school so we can provide the information for them over the phone. They are sent the Parent Survey and Program Selection which are returned by the date indicated on their form. For parents who do not attend the orientation and/or don't return the Program Selection form, those students are defaulted into the bilingual program.

An ELL Documentation binder is kept by the ESL providers which includes copies of the following documentation: Home Language Identification Survey, Entitlement Letters, Non-Entitlement Letters, Parent Surveys, Parent Selection Forms, Placement Letters, Continued Entitlement Letters, and Non-Entitlement/Transition Letters. The binder is kept in a secure location.

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.

During the ELL Parent Orientation, the ESL providers consult with parents about the different programs offered. Parents are informed of the requirements of CR Part 154 and that if there are not enough students to form a Bilingual or Dual Language program, they will have the option of transferring their child to another school within District 10 that offers these programs. Parents are also informed that if they choose to not transfer their child, the child will receive ESL instruction at our school. Once all Program Selection Forms have been returned, they are sorted by program selection. Then the program selection is entered on the ELPC screen in ATS. Currently, we offer a Freestanding ESL program. Parents receive a placement letter in the parent's preferred language.

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

The NYSESLAT is administered during the New York State testing schedule. To ensure that all ELLs are administered the NYSESLAT we print the RLAT to verify the ELLs in our school. The Speaking section of the exam is administered individually. Students that are serviced by Ms. Rodriguez are administered the Speaking section by Mr. Salama. Students that are serviced by Mr. Salama are administered the Speaking section by Ms. Rodriguez. Students that are in self-contained ESL classes are administered the Speaking section by either Ms. Rodriguez or Mr. Salama. The Speaking section is administered in this format due to the new rules mandated by the New York State Education Department.

The Listening, Reading, and Writing sections are administered on different days during the testing schedule. Students are administered the exam by grade. Students who are absent during one of the exam days are administered the test when they return to school. At the end of each day during the NYSESLAT testing schedule, we verify whether or not all ELLs took the exam.

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. 

Our program model is aligned with parent requests as the majority of our parents request free-standing ESL instruction for their children. As of November 8th, 42% of parents requested ESL, 32% requested TBE, and 21% requested Dual Language. Currently we have some parents who haven't made a program selection. We are reaching out to these parents to make a program choice for their child.

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])?
- a. Our school uses different organizational models for our English Language Learners. All English Language Learners in Kindergarten, 1st Grade, and 5th grade receive pull-out services. In 2nd grade, half of our ELLs are in a self-contained ESL class with a certified ESL teacher. The rest of the 2nd grade ELLs receive pull-out services. A majority of our ELLs in 3rd and 4th grade are in self-contained ESL classes which are taught by ESL certified teachers. Students that are not in those classes due to their IEP placement receive pull-out ESL services.
- b. Students receiving pull-out services are placed in homogeneous and heterogeneous groupings depending on their need. Students in self-contained ESL classes are placed based on their grade. We use these program models so ELLs can receive their mandated number of instructional minutes.
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)?

We currently have 5 certified ESL teachers teaching the ELLs in our school. 3 of our ESL teachers teach in self-contained classrooms. These students receive ELA and ESL instruction throughout the school day in all disciplines. Our two other ESL teachers provide pull out ESL instruction. Beginner and Intermediate students receive 360 minutes of ESL instruction each week. Advanced students receive 180 minutes of ESL instruction each week.

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 driven by student data collected by various assessment tools. The ESL program at our school is content-based. ELLs not in self-contained ESL classes receive ESL instruction outside their classes (pull-out model) through content in small groups. Classroom teachers and ESL teachers plan their instruction cooperatively with emphasis on students' linguistics and cognitive needs. As an intrinsic part of ELL instruction, context plays a vital role in making content comprehensible for English Language Learners. Through cooperative planning, student data, carefully selected materials, and age and level appropriate texts, student learning is geared toward meaningful activities that connect their learning to real life. Our self-contained ESL teachers use content area programs which are aligned to the Common Core Learning Standards. For reading and writing, we use the Teachers College Reading and Writing Program. For Word Study, our teachers use Pearson's Words Their Way. Houghton Mifflin Harcourt's Go Math is used for Math. This program has different components for ELLs such as bilingual math boards, bilingual glossaries, and an ELL activity guide. The FOSS program is used for Science. This program provides online components, many visual aids, and materials in Spanish.

Currently our pull-out ESL teachers use components of the Teachers College program to provide support to ELLs throughout the various units of study. In addition, to students who are reading below grade level, our pull-out ESL teachers use the Fountas and

Pinnell Leveled Literacy Intervention Program to help improve a student's reading level. For Word Study, our pull-out ESL teachers use Pearson's Words Their Way with English Learners. Native Language materials for the languages represented in PS 386 are available within classroom libraries and in the ESL classroom. Native Language materials continue to be added as funds become available.

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

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

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

Various times throughout the year, students are administered reading and writing assessments to show how much progress has been made during the year. Our students are administered the Fountas and Pinnell Reading Assessment 5 times a year. Formal writing assessments are administered 3 times a year. In addition, informal assessments and observations are conducted to show progress in listening and speaking.

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).

6a. We currently have one student in 5th grade who is a SIFE. He will be pulled out for at least an hour every day with one of pull-out ESL teachers. He will also be invited to our Newcomer After-School Program and our ELL Saturday Academy to continue helping his English language development.

b. Newcomers are provided services according to CR Part 154. Beginner and Intermediate students receive at least 360 minutes of ESL a week while Advanced students receive at least 180 minutes a week. They receive content-based instruction according to both their grade and proficiency levels.

c. English Language Learners who have been receiving services for 4 to 6 years are grouped according to their proficiency levels. They receive instruction in specific areas to meet their needs. Students are encouraged to use graphic organizers and word walls to focus on vocabulary closely connected to content areas.

d. Currently we have one student who is a long-term ELL. He is currently receiving At-Risk SETSS. He will be invited to participate in our after school and Saturday ESL program.

e. Former ELLs will be provided testing accommodations up to 2 years after testing proficient. In addition, former ELLs will remain in an ESL class to assist with transition to a monolingual class.

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?

In cooperation with the classroom teacher, all English Language Learners-Students with Disabilities receive content based instruction. They receive their mandated number of instructional ESL minutes per week based on their proficiency level. The focus in the pull-out sessions is to develop student's content area vocabulary as well as more individualized practice on content concepts. Using a variety of manipulatives, books, visual aids, and audio/video aids, the ESL providers help make content comprehensible for learners. To help improve reading and writing for all students including ELLs and SWDs, our school is continuing to use Teachers College program. The ESL providers also use the Fountas and Pinnell Leveled Literacy Intervention program for those ELLs-SWDs who are reading below grade level.

In order to ensure that all ELL-SWDs receive their mandated services, the Special Education Coordinator and the ESL teachers review all IEPs to see which services the students are supposed to receive. We also note if a child's IEP indicates that he/she needs ESL instruction.

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?

During Grade Team meetings, teachers of ELL-SWDs discuss student progress. A student's IEP is reviewed. If a student needs a change in program, it will be changed to what is best for the student. Based on last school year's ELA and Math scores, we discovered that most of our ELL-SWDs were in the lowest third group. These students will be receiving additional academic support in order to improve. Scheduling takes place through consultation between classroom teachers and service providers to avoid scheduling conflicts. ELL-SWDs receive instruction within the classroom alongside monolingual and general education students within the least restrictive environment. We have ELL-SWDs in ICT and Self-Contained classes in various grades. When reviewing a student's IEP, administrators, teachers, and parents/guardians discuss which program is best for the student. If a

student benefits from a smaller class, then Self-Contained is recommended. If a student would benefit from having 2 teachers in the classroom with general education students, then ICT is recommended.

Courses Taught in Languages Other than English 

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

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

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

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

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

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

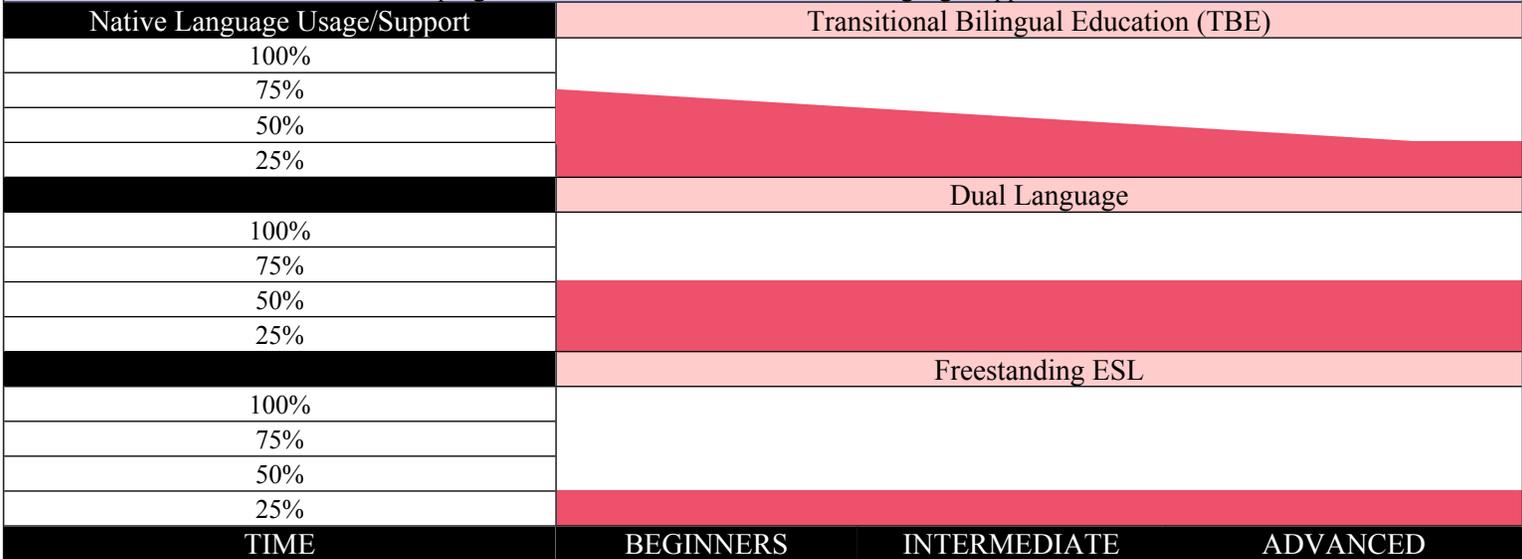
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- The Fountas and Pinnell Leveled Literacy Intervention System is used with ELLs who are reading significantly below grade level. In addition, some of our 1st grade ELLs are in the Reading Recovery program where they work 1:1 with the Reading Recovery teacher to improve their reading. We also provide AIS during the last period of the day for those students who are reading significantly below grade level. In addition, some of our ELLs are receiving At-Risk SETSS with our SETSS provider. These students are receiving small group instruction in math and literacy. We will also be offering an After-School Program for all students including ELLs that will focus on Literacy and Math.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- With the addition of 3 ESL teachers to our school, this has helped ensure that all ELLs are receiving the ESL services they are entitled to. This has provided more effective instruction for all ELLs. We have noticed that a majority of ELLs have improved and this has reflected in state and local assessments. We are continuously working to help the ELLs improve with the implementation of support programs such as Achieve 3000.
11. What new programs or improvements will be considered for the upcoming school year?
- We are planning to have an Newcomer After-School program starting in January for the new ELLs in grades 2-5. This program will serve as a transitional program for our new ELLs. We will be using Pearson's Cornerstone Newcomer Program in after-school.
- We will be improving our ESL Saturday program by inviting all ELLs in each grade. Last year it was offered for Advanced ELLs in 2nd-5th grade.
12. What programs/services for ELLs will be discontinued and why?
- We will not be discontinuing any programs/services for ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs are invited to all school programs. As previously stated, we are planning to start an after-school for our newcomer ELLs in grade 2-5.
- Our school will also be having an Enrichment After School program where students will have the opportunity to do photography, theater, music, and other activities. Parents receive letters inviting their child to the after-school programs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Each classroom is equipped with a Smart Board where teachers can provide interactive lessons for all students including ELLs. In addition, laptops are available for students to use for the program Achieve 3000 and other educational websites. In our school library and in classrooms, students have access to books in English and Spanish. In every classroom, there are word walls (including content specific word walls) and dictionaries in English and Spanish. For content areas, students are provided with bilingual glossaries. They also have access to visual aids and manipulatives they can use in their classroom.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- For our newcomer students, translations are provided when necessary. Bilingual dictionaries are available for all students. For students that are in a class where the teacher doesn't speak the native language, students are paired with a buddy who speaks the same language and can provide translation when necessary. Three of our ELLs-SWDs have a Bilingual Alternate Placement Paraprofessional to provide additional language support in the classroom.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The required services support all ELLs. Resources correspond to ELLs' ages and grade levels. We focus on the student's age to service and support ELLs with academic activities. When grouping, we group students by grade and age.
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 don't have any activities for newly enrolled ELLs before the beginning of the school year. If a parent enrolls their child during the school year, we provide school tours at a parent's request. We also invite them to any upcoming school activities.
18. What language electives are offered to ELLs?
- Currently we don't offer language electives.
19. For schools with dual language programs:

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

Not applicable

C. Professional Development and Support for School Staff

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

1. The teachers in our school will attend workshops focused on ELL instruction outside of the school throughout the year offered by the Office of English Language Learners, TCRWP, CFN 606 Professional Development, in addition to other providers.

Below is a tentative calendar of the dates our teachers will attend ELL workshops. As the school year continues, more workshop dates will be added.

November 1, 2013 & November 15, 2013- Unpacking NYSESLAT: Instructional Implications for ELLs (OELL)

November 26, 2013-Adapting Your Primary Reading Workshop to Provide Maximum Support for your English Language Learners (Teachers College)

December 6, 2013-Supporting English Language Learners as They Learn to Tackle Higher Level Texts, Develop Stronger Comprehension Skills, and Take Ownership of Their Learning in Reading Workshop (Teachers College)

December 19- Common Core Supports and Resources (NYCDOE)

March 3, 2014-Shared Reading to Support Language Development, Speaking and Listening Standards, Comprehension and Word Solving in Fiction and Informational Texts for ELLs (Teachers College)

2. Teachers are notified of upcoming professional development through the weekly e-mail from the Office of English Language Learners. These workshops have included Math and Literacy in relation to the Common Core Learning Standards. In addition, the Teachers College Reading and Writing Project offers workshops for teachers of ELLs. Some of our teachers have attended or will attend ELL workshops later this year. Throughout the year, teachers will be attending workshops offered by the OELL, Teachers College, and our network 606.

3. The guidance counselor informs teachers of the middle school process including requirements for specialized schools. To make the transition from elementary to middle school easier for our fifth grade ELLs, parents are provided with the opportunity to come to school workshops that discuss the Middle School Choice process as well as the procedures for applying to middle school. All parents and Spanish speaking children are informed of bilingual programs of study in their zone and are guided to select the bilingual program of study in their chosen schools on the applications. Directories and open house flyers and invitations are also given out in both English and Spanish and other languages if requested. Our guidance counselor has received professional development on the middle school application process. She has shared her information with administrators and school staff.

4. Teachers will receive the mandated 7.5 hours of ELL training through professional development provided on Chancellor's Conference days and in grade team meetings. Agendas and minutes will be maintained. Teachers will also have an opportunity to attend workshops sponsored by the Office of English Language Learners, CFN 606, and the Teachers College Reading and Writing Project.

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. Our Parent Association holds monthly meetings to discuss upcoming events at the school and how they can be more involved in the school community. So far this year, our school has hosted the following parent workshops: ARIS/Technology training and Safe Touches Workshop. In the future, we will be having parent workshops on the Middle School Application process and events such as Math Bowl Night, Family Fun Night and school dances. Meetings and workshops are in English and Spanish as the majority of our school community speaks one or both of these languages.
 2. Our school has a partnership with the Good Shepherd organization. They provide an after-school program for students including ELLs. In addition, our school is working with the Bronx Arts Ensemble who are a part of our Enrichment After School program.
 3. The Learning Environment Survey provides useful information on parental needs. The Parent Association provides a forum for parents to share their needs during their monthly meetings and bring concerns of parents to the School Leadership Team to be addressed. The Parent Association President conducts the monthly meetings in English and Spanish. Our bilingual Parent Coordinator also has frequent interactions with parents which enable her to assess their needs as well. Based on these conversations, as well as teacher input, future community activities and workshops are created.
 4. Using the requests from parents and feedback from staff and teachers, we provide activities and workshops that help parents be more involved in the school community.

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.

The data is current as of November 5, 2013. The NYSESLAT Modality Analysis cannot be completed due to RMNR report not being available.

Part VI: LAP Assurances

School Name: PS 386x

School DBN: 10X386

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Domingo Martinez	Principal		
Lynnann Fox	Assistant Principal		
Maria Amaya	Parent Coordinator		
Regina Rodriguez	ESL Teacher		
	Parent		
Ahmed Salama	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Sajoya Walker	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: **6** Network: **606**

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

Part A: Needs Assessment Findings

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

An intake interview is conducted with each family during student registration at the beginning of the school year. This interview consists of a needs assessment to determine how best to serve the students and families of our community. It also allows us to gather information about the translation needs of our families. Our Parent Coordinator continues to communicate with families of students already enrolled to ensure up-to-date information regarding translation needs. Monthly calendars are sent home to maintain the school-home connection.

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

Through the intake interviews, we have found that a great deal of our families require written translation and oral interpretation. The school community has been made aware of this through interactions with families and the monthly parent newsletter. All written communication to parents is sent home in English and Spanish.

Part B: Strategies and Activities

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

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

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

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

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

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

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: School for Envir. Citizenship	DBN: 10X386
Cluster Leader: Jose Ruiz	Network Leader: Petrina Palazzo
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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 30 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The School for Environmental Citizenship is in its fifth year, having opened during the 2008-2009 school year. We serve grades K to 5, with a current student population enrollment of 496 of which 135 children are identified as English Language Learners. Students who are identified as predominant Spanish speakers receive ESL services pull out services from an ESL provider.

Our English Language Learners are grouped homogeneously in Kindergarten through Grade Five monolingual general education classes. Our English Language Learners are held to the same high standards and expectations as all other students in our school. All goals and strategies for our English Language Learners are aligned with the New York State ESL Standards, Common Core Learning Standards, and best practices in education.

The Title III funding will be dedicated to a Saturday Academy Program and Professional Development for staff and parents, and will run for 15 weeks (4 hours per week on Saturdays from 8:30 a.m. - 12:30 p.m.) beginning Saturday, January 12, 2013. Three teachers will be hired for the Saturday Academy. All three teachers are ESL certified. Our focus subgroups this year will be the Advanced students in Grades 2-5. The program will cover all aspects of English Language Arts, but will focus primarily on reading and writing as students who were administered the NYSESLAT last year scored lower in these areas than the listening and speaking portions of this test. Teacher lessons will include interactive read alouds, accountable talk strategies, word study, and reading and writing activities to strengthen their skills. Students will also receive individualized instruction through a software program called Achieve 3000, which will track student data in a comprehensive way as well as increase comprehension and fluency in school and it can be used at home. Empire State NYSESLAT by Continental Press is the standards based program chosen as the curriculum to help move students through the skills required by the NYSESLAT. A math enrichment component composing of math vocabulary and math fluency aligned to the Common Core will also be programmed into the Saturday Academy schedule. These students will also receive additional support through our three days a week afterschool test prep program.

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

Part C: Professional Development

Begin description here: We actively seek professional development opportunities focused on best practices for English Language Learners for all our teachers offered through Network 606, the New York City Department of Education, Office of English Language Learners, and Teacher's College Reading and Writing Program. Our ESL teachers have been scheduled to attend ESL/ELL Professional Development Series Workshops throughout the school year. As a result, they will turnkey this information, which is mandated for ESL Academy staff during the school day (Lunch & Learn) or after school. However, other staff and parents are welcome to attend.

Workshop I - ESL teachers Ahmed Salama & Regina Rodriguez will present a workshop titled: "Instructional Strategies for English Language Learners" Date: January 10, 2013 (Lunch & Learn) Time: 11:40 a.m. - 12:30 p.m. in Room 404

Workshop II - ESL Teacher - Ahmed Salama will present a workshop titled "Literacy, Vocabulary, & Writing" - Date: February 5, 2013 (Lunch & Learn), Time: 11:40 a.m. - 12:30 p.m.

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:

Our school understands that there is a clear correlation between effective parental involvement and student achievement. The overall goal of our Parent's Association is to strengthen ties with families through a strong home/school partnership. One of the ways to increase parental involvement is to expose parents to the available resource opportunities through workshops and community resources. To strengthen this bond, parents will be invited to attend a series of workshops housed in the Parent's Resource Center in our school.

Workshop offered will be:

I. What is the NYSESLAT? What does this mean for my child? How can I help my child become more proficient in English? Facilitators: Parent Coordinator -(Maria Amaya) & ESL Provider (Regina Rodriguez) Saturday, January 26, 2013 - 11:30 a.m. - 12:30 p.m.

II. Preparing my child for middle school and the future: Facilitators: Parent Coordinators of P.S. 386X (Maria Amaya) & M.S. 447X (Iberka Valerio) Saturday, March 9, 2013 - 11:30 a.m. - 12:30 p.m.

Part E: Budget

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

Allocation Amount: \$0

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)		

Part E: Budget

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

Allocation Amount: \$0

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