



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

03M208

School Name:

ALAIN L. LOCKE MAGNET SCHOOL FOR ENVIRONMENTAL STEWARDSHIP

Principal:

SUSAN M. GREEN

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Alain L. Locke Magnet School for Environmental Stewardship School Number (DBN): 03M208
School Level: Elementary Grades Served: 3-5
School Address: 21 West 111th Street
Phone Number: (212) 534-9580 Fax: (212) 534-8227
School Contact Person: Susan M. Green Email Address: Sgreen8@schools.nyc.gov
Principal: Susan M. Green
UFT Chapter Leader: James Mort
Parents' Association President: Sherry Praylow
School Leadership Team Chairperson: Treasrea Cornelius
Student Representative(s): NA

District Information

District: 03 Superintendent: Ilene Altschul
Superintendent's Office Address: 154 west 93rd Street New York, NY 10025
Superintendent's Email Address: lAltsch@schools.nyc.gov
Phone Number: (212) 678-5857 Fax: (212) 222-7816

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 209 Network Leader: Marlene Wilks

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in [blue ink](#). If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Susan M. Green	*Principal or Designee	
James Mort	*UFT Chapter Leader or Designee	
Sherry Praylow	*PA/PTA President or Designated Co-President	
Milagros Figueroa	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Kip Brown, Sports Leadership Academy	CBO Representative, if applicable	
Shantrice Sanuders	Member/ Parent	
Felisha Perry	Member/Parent	
Chenelle Lewis	Member/ Parent	
Renny Felipe	Member/Parent	
William Rund	Teacher	
Treasrea Cornelius	Member/Teacher/SLT Chairperson	
	Member/	

**Signature of constituent only indicates consultation in the development of the SCEP, not approval.

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
9. **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
10. **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

P.S. 208 Alain L. Locke Magnet School for Environmental Stewardship (ALLMSES) is an elementary school with 158 students from 3 through grade 5. The school population comprises 65% Black, 30% Hispanic, 2% White, and 3% Asian students. The student body includes 10% English language learners and 26% special education students. Boys account for 46% of the students enrolled and girls account for 54%. The average attendance rate for the school year 2013 - 2014 was 92.08% and the attendance year to date is 95.64%. The majority of the students who attend this school migrate from PS 185 Early Childhood for Discovery and Design.

We currently have Collaborative Team Teaching (CTT/ICT) programs on all three grades. We have abridge Self-contained class for grades three and four and have one General Education class on each grade. The average class size is approximately 25 students.

Response to Intervention (RTI) services are offered to students who have been identified at tiers two (Leveled Literacy Learning-LLI) and three (Wilson) using the in the area of literacy. These services are carried out by our SETSS, Cluster and Speech teachers. Currently, tier two intervention for math happens in the classroom with teachers using the Go Math Program. We are currently in the processes of making modifications to our current structures of RTI based on the professional training we are receiving from the State Education Department (SED).

When it comes to the strengths of our school, the community at ALLMSES believes that when it comes to greatness, we are all responsible for nurturing each child's personal and academic development; and that all members of our community work together to achieve this goal. Based in a nurturing environment, we seek to have students prepared for their academic and professional futures by exposing them to rigorous curriculum, granting them access to one-to-one technology, while instilling practices that promote stewardship toward themselves and others. The environmental stewardship theme is embedded throughout the curriculum. The students learn in their one-of-a-kind stewardship class about the importance of being stewards of themselves, so they can be stewards of their families, local community and perhaps one day globally. We are the first school in Harlem with a hydroponic garden, where students learn to grow vegetables without using soil. This garden was donated to us from General Hydroponics through our partnership with New York Sun Works. Our partnerships with Moira Wilkinson Consulting Services and New York Sun Works supports us in promoting our environmental theme. New York CARES is instrumental in providing offsite excursions and extra-curricular activities. The stewardship theme of a healthy body permeates through our partnership with the Sports Leadership Academy, where our students play flag rugby having won several tournaments over the last few years and Asphalt Green, who provides safe, structured play during recess. Our relationship with Studio in a School and PureElements infuses the school's theme of stewardship through the Arts. Lastly, our long-term partnership with the Carmel Hill Accelerated Reader program has proven to be beneficial to students as it increases reading comprehension. Overall, the teaching staff is truly committed to improving pedagogical practices to improve students outcomes.

During the 2013-14 school year teachers at ALLMSES have shown improvement in Tenet 4-Teacher Collaboration, where teachers have improved in their practices of looking student work to drive adjustments to curriculum in accordance to the CCLS.

One of the challenges we face relates to trend of academic performance, primarily in grade 5, as well as in the area of Mathematics school-wide. We seek to address this area via the ongoing PD we receive from our network and from the SED on implementing RTI structures.

Based on the results of our 2013-14 Quality Review (QR) and teacher observations, the staff has committed to focusing our attention on three areas: 1) questioning and discussions, 2) using a variety of assessments to track students' learning and 3) adjusting instructional practices to meet students' observed needs. Therefore, for the 2014-15 school year, we plan to focus our attention on Tenet 3-Rigorous Instruction, with emphasis on 3.3-to stimulate higher-order thinking and build deep conceptual understanding and knowledge and 3.5 -to use data to improve student outcomes .

03M208 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	03,04,05	Total Enrollment	158	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
				N/A
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		91.5%	% Attendance Rate	90.6%
% Free Lunch		92.7%	% Reduced Lunch	3.1%
% Limited English Proficient		11.0%	% Students with Disabilities	28.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.6%	% Black or African American	61.6%
% Hispanic or Latino		33.5%	% Asian or Native Hawaiian/Pacific Islander	1.2%
% White		2.4%	% Multi-Racial	0.6%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		8.04	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	5.2
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		11.0%	Mathematics Performance at levels 3 & 4	15.5%
Science Performance at levels 3 & 4 (4th Grade)		76.9%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% 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 (2014-15)				
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 (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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 (2012-13)				
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 (2012-13)				
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		

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School Configuration (2014-15)				
Grade Configuration	03,04,05	Total Enrollment	158	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	91.5%	% Attendance Rate		90.6%
% Free Lunch	92.7%	% Reduced Lunch		3.1%
% Limited English Proficient	11.0%	% Students with Disabilities		28.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		61.6%
% Hispanic or Latino	33.5%	% Asian or Native Hawaiian/Pacific Islander		1.2%
% White	2.4%	% Multi-Racial		0.6%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.04	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		5.2
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	11.0%	Mathematics Performance at levels 3 & 4		15.5%
Science Performance at levels 3 & 4 (4th Grade)	76.9%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% 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 (2014-15)				
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 (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	N/A
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
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 (2012-13)			
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 (2012-13)			
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		

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% Hispanic or Latino	33.5%	% Asian or Native Hawaiian/Pacific Islander		1.2%
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Personnel (2013-14)				
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ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% 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 (2014-15)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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 (2012-13)				
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 (2012-13)				
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			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our school implements an interdisciplinary curriculum based on our school theme of Environmental Stewardship. School leaders and teachers have a systematic plan for using data-driven instruction (DDI) that is derived from pre and post unit assessments, formative assessment within the unit towards meeting CCLS in all subject areas. These assessments include the ReadyGen baseline, GoMath pre-requisite skills inventory, the Fall and Spring benchmark Periodic Assessment in Math and Literacy , Fountas & Pinnell running record tracking systems, Accelerated Reader, State ELA and Math exams, and CCLS aligned end of unit performance tasks. These assessments are used to inform groupings of students, in three tiers, according to their needs, meeting them at their entry points and in meeting targeted skills. We integrate technology, visual and performing arts into curricula. Teachers’ schedules allow them to meet regularly and plan units of study aligned to CCLS and the scope and sequence set forth by the New York City Department of Education. Lessons are adjusted to include higher-order thinking skills, teacher moves, strategies and scaffolds based on observed student needs.

Areas of improvement: Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content. We identified that teacher’s understanding of the CCLS was not comprehensive. As a school, we agreed that Tenet 3.3 is an area where we are still improving. Therefore, for the 2014 15 school year, a priority for our school is to support teacher planning and implementation of lessons that stimulate higher order thinking and deepen conceptual knowledge around specific content. We continue to have all teachers collaborate

on unit and lesson planning to include scaffolded skills for subgroups and use a variety of complex materials aligned to CCLS.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 80% of teachers will improve questioning techniques to stimulate students’ higher order thinking around the unit concepts being explored as measured by increased teacher ratings of at least one level on component 3B in Advance rating system.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Activity 1: Engaging in PD utilizing Thinking through Quality Questioning: Deepening Student Engagement by J.A. Walsh & B. D. Sattes as the anchor text to provide professional development around Q & D,	All staff members	Sept – June 2015 one chapter per month	School Leaders All Teaching Staff
Activity 2: Use Bloom’s Taxonomy to derive questions that foster higher-order thinking skills; use the Depth of Knowledge to assist in creating learning activities that fosters deep conceptual knowledge and meeting the CCLS	All staff members	Nov – June 2015	School Leaders Network Math and Literacy Consultants
Activity 3: Monitor documentation of strategies used to address the needs of SWD, ELL and high need student subgroups through small group notes and Teacher Team Meeting agenda and minutes	Grade level Teachers	Nov – June 2015	School Leaders Grade Leaders
Activity 4: Monitor the tracking of student achievement in 3 tiers during the unit in SS/Science	Grade Level Teachers, School Leaders	Nov 2014 Feb 2015 May 2015 June 2015	Grade Leaders, School Leaders
Activity 5: Monitor the documentation in Assessment Binders	All Teaching Staff	Monthly	School Leaders
Prep Schedule is organized to afford all teachers, on the same grade, the opportunity to meet at the same time Monday – Thursday	All Staff Members	Ongoing	Assistant Principal
Activity 6: Use the observation cycle for looking at actual teaching for evidence of higher-order questioning. Review lesson plans looking for evidence of minimum three higher-order thinking questions and student	Selected Staff members	Ongoing	School Leadership & Prof. Dev. Team

groupings.			
Activity 7: Parent workshops and Open House focused on around CCLS and curriculum	Parents	Minimum of four	School Leadership Team and Professional Development Team
Activity 8: Trust; working as a school community to determine what the instructional focus/goal for the year is. All staff members have a voice. Teacher initiated professional development topics	Individual Teachers	Sept 2014	MoSL Team; School Leaders, Grade Leaders
Activity 9: Trust; Risk free, non-punitive conferences with staff, individually, as a grade, or as a teacher team	All staff members	Ongoing	School Leaders
Activity 10: Hiring an F-status coach to work with teachers in math and providing RTI services for students in tiers 2 and 3	Teachers, Tier 2 math students	January-June	School Leaders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Resources/Human Resources: Thinking Through Quality Questioning, Substitute Teachers when teachers attend PD and when there are schedule adjustments

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
P/F Funding-Hiring an F-status coach													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
By the end of January 2015, 35% of teachers will improve questioning techniques to stimulate students' higher order thinking around the unit concepts being explored as measured by increased teacher ratings of at least one level on component 3B in Advance rating system.				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
4. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	D
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

5. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
6. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Last year’s Quality Review (2013-2014) describes 1.4: *maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults* as an area of strength for PS 208. We start each day with a positive mantra with the goal of personal and academic greatness. The Positive Behavior Intervention Support system is in full implementation throughout the school with buy-in from all constituents. We also have community-based organizations in the school such as Play Rugby USA (Sports Leadership Academy) and Asphalt Green that work with our students to build positive self-images and support student-to-student and student-to-adult collaboration. Within the school, our Pupil-Personnel Committee meets every Tuesday morning to discuss students with outstanding needs and to collaboratively work on solutions to meet those needs.

In an effort to support our students with the greatest social/emotional needs, this year we are piloting a buddy system in which teachers match up with a student buddy in mentor/mentee relationship where each teacher and paraprofessional has selected two or three students to be their buddies. The students were chosen from a list, compiled by the entire teaching staff at the beginning of the school year, of students with above average needs. They include students who were holdovers, whose families speak languages other than English, who live in shelters, have excessive absences, or have changed school settings various times. The partnerships will last throughout the year and will ensure that those students are known well by their adult buddies. The adults have become figures that these students can trust and talk to. For the teachers, having a better connection with these students (often students with troubled home-lives or living through other difficult situations) means that we can more easily communicate with them and ensure buy-in and cooperation throughout the school day. This system is getting off to a great start and has a lot of promise. However, currently it does not allow for each and every student in the building to take part. Each classroom does have

their own unique structure in building relationships with students so no student feels left out. Teachers will work with parents during, but not limited to, Tuesday afternoons during Parent Engagement time. As we learn from our students, and ourselves, the program will further develop so that *all* students will be able to name a teacher or teachers that know them well and that they trust. In an effort to create a safe learning environment that is responsive to students we have created Student Government to demonstrate the value of student voices. We have been participating in the institution of Positive Behavior Intervention System in which students are recognized for demonstrating the four pillars of greatness. To create more awareness and insight into the social/emotional needs of our students we are currently engaging in professional development around the text *Hanging In*. The text is a series of case studies involving students with different social/emotional needs. According to environmental survey 97% of parent respondents report feelings of safety and 97% of parent respondents report students are treated with respect.

The Highly Effective band on Statement of Practice 5.3 states, *“There is a comprehensive and coherent curriculum or program that incorporates research-based practices aligned to the school vision that enables students to articulate a sense of belonging and ownership in their school community and facilitates the teaching of student social and emotional health.”* We are working this year towards being highly effective in this Statement of Practice as we are utilizing research from the book *Hanging In: Strategies for Teaching the Students Who Challenge Us Most* by Jeffery Benson (2014). The principal, Susan Green, is leading a PD series with the staff this year in which we read, analyze, and break down the different case-studies in the book and relate them to our personal experiences. This PD is helping the staff promote the social and emotional developmental health of our students. The next step will be to ensure that students can use this support to help them articulate a sense of belonging within the school community and also link this feeling to their academic success.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2015, there will be a 2% reduction in suspension rates as measured by OORS reports.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Activity 1: Create a survey to give students across the school to determine the level of belonging and ownership that they feel within the school community. Administer and collect results, then create a spreadsheet to analyze data. This survey will be based off of Student Environmental Survey from 2013.	All students	By January-June 2015	Mr. Mort, Ms. Green, analyzed by PD Team members
Activity 2: Parent Involvement: Launch the parent book club reading the book, <i>Jiggy</i> . This book centers on the social/emotional	All students	By January 31 st , 2015	PD Team members, PTA

needs of a child who may have similar needs to students at our school.			Executive Board
Activity 3: Continue the <u>Hanging In</u> Professional Development series to support teachers in strategies to help get to know their students and use this knowledge to increase student achievement	All Teachers and administrators	Periodically (every 6 weeks), during Monday PD times	All Teachers
Activity 4: Continue adding to, revising, and updating the Social/Emotional Needs chart of students with above average needs and adjusting the strategies used by teacher buddies.	All teachers	Periodically (every 6 weeks), during Monday PD times	Ms. Green and a rotation of teaching staff, PD Team members

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Most of the resources needed to implement this action plan are all available in the school community. We need willing staff members and a buy-in across the school community. The book Hanging In has already been purchased. Professional development will be taking place on Monday afternoons.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside	X-Magnet Grant	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By January 2015, there will be a reduction in suspensions by 1% in comparison to suspension rates in January 2014 as measured by data from the Online Occurrence Reporting System.

Part 6b. Complete in February 2015.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

7. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

8. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

Part 1b. Needs/Areas for Improvement:

9. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

10. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

At Alain L. Locke Magnet School for Environmental Stewardship Public School 208, we have been working extensively to create and revise units of study aligned to the Common Core Learning Standards and Education for Sustainability standards in every content area. Inherent in this work is our focus on improving our questioning and discussion techniques to engage students in higher order thinking while participating in student-to-student interactions. As an entire staff we have been engaging in professional development around the text Thinking Through Quality Questions to enhance our discussion and questioning techniques.

In an effort to create coherent curricula teacher teams have been designing units using Understanding By Design principles in all content areas to ensure students successfully meet Common Core Learning Standards. Successive arcs of instruction are being designed in ongoing collaborative teacher team meetings to facilitate meeting students goals. The Quality Review states, “School faculty craft coherent curricula aligned to the Common Core Learning Standards integrating the environmental stewardship magnet theme to emphasize rigorous habits and high level thinking for all students.” We have also adopted ReadyGen reading and writing and GoMath programs that have high levels of text/content complexity.

Included in the planning, at the lesson level, teachers create differentiated activities for three tiers of students based on various state and local data sources. These activities are designed to provide access points for all students to the curriculum and enable mastery of the standard. Once lessons have been implemented and student work produced, teacher teams engage in the ORID (Observation, Reflection, Inference, Decision) Protocol to analyze work of focus students from each tier of performance to make instructional decisions to be applied across the grade level. In analyzing all students’ work teachers provide relevant, rubric-based feedback to students highlighting strengths and next steps

and track the information on checklists.

In an effort to create a safe learning environment that is responsive to students we have created Student Government to demonstrate the value of student voices. Recently, the entire school along with parents, family members and invited guests from Public School 226 hosted a multicultural feast to show appreciation of our diverse backgrounds. In an effort to support our students with the greatest social/emotional needs we are involved in a buddy system in which teachers match up with a student buddy in mentor/mentee relationship. We hosted a before-school breakfast in December. We have been participating in the institution of Positive Behavior Intervention System in which students are recognized for demonstrating the four pillars of greatness. To create more awareness and insight into the social/emotional needs of our students we are currently engaging in professional development around the text Hanging In. The text is a series of case studies involving students with different social/emotional needs. According to environmental survey 97% of parent respondents report feelings of safety and 97% of parent respondents report students are treated with respect.

In summary, as a school, we have improved in the areas of teacher collaboration, creating a safe and nurturing environment and teacher-led inquiry (Tenets 4.2, 4.4 and 4.5).

Areas of improvement:

Notwithstanding all these efforts, we continually strive to improve. We need to establish short and long term goals for students and create metacognition in students, using the scaffolds to achieve long-term goals/standards. Further support is needed to support new teachers in developing differentiated teaching techniques and strengthen all teacher practice so that all students are engaged in high level questioning and discussions so that work products reflect deep understanding. Increasing the coherence of our teaching and learning we have been working to revise our learning targets, teaching techniques and success criteria, but this an ongoing development.

As a result, our goal this year is to strengthen the collaboration of teachers to support teaching planning of appropriately aligned Common Core instruction (Tenet 4.3).

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a 10% increase of students meeting ReadyGen and Go Math! unit standards (using baseline and end of year assessments for the respective subjects) as a result of the teacher collaboration in developing and revising unit lessons and tasks that incorporate questioning and discussion aligned to CCLS and Education for Sustainability (EFS) standards.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Activity 1: Building Teaching Content Knowledge: Literacy & Math Cohorts Grade-level teachers attend monthly literacy and mathematics cohort	Teachers per subject	Oct 2014- June 2015	School Leader Grade Leader

meetings hosted by Children First Network 209. The meetings focus on building content knowledge, instructional strategies, and methods to revising and crafting explicit learning targets to meet CCLS.			
Activity 2: Reading the text, Thinking through Quality Questioning: Deepening Student Engagement by J.A. Walsh & B. D. Sattes. During Monday/Tuesday professional development sessions, teachers are researching quality questioning behaviors and applying them to lesson plans to improve student engagement and inquiry	Teachers	Oct 2014- June 2015	School Leader
Activity 3: Education for Sustainability (EFS) Professional Development Sessions: Teachers meet with M. Wilkinson, EFS expert, to discuss upcoming unit goals and solidifying the appropriate EFS standards and for each literacy, social studies and science unit. Ms. Wilkinson coaches teachers towards implementing performance indicators and strategies into lessons to showcase our school's magnet theme.	Teachers	Sept 2014- June 2015	School Leader
Activity 4: Literacy, Math & Content Area Matrix Reflection & Adjustment Sessions: Teacher teams reflect and analyze each unit to modify long and short-term instructional goals; learning targets, performance tasks, targeted-skills and higher order thinking questions.	Teachers	Nov 2014- July 2014	School Leader Grade Leader

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Substitute Teachers for Literacy & Math Cohort Meeting; Consultant fees

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside	X-Magnet Grant	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
5.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
6.	Specify a timeframe for mid-point progress monitoring activities.			
By January 2015, all teacher teams will have adjusted at least two units in both literacy in math as a result of the collaborative teacher teaming process.				
By January 2015, student achievement will increase by 5% in literacy and mathematics as measured by the baseline to the mid-year unit assessments completed in the ReadyGen and GoMath programs.				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No

2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

11. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

12. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

13. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

14. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In reflecting on our HEDI rating, we are currently rate ourselves as developing in Tenet 2.2. While the school leaders and teachers understand our mission of "greatness and nothing less" is designed to support students holistically in an effort to prepare them for the future, we seek to improve in the way in which we articulate that vision to our students and families, and revise it to reflect a data-drive mission statement to include the voices of those constituents. In carrying our vision of providing a rigorous curriculum, we seek to use Title 1 Focus school funds to support in covering the cost of a math coach/RTI provider.

To promote rigorous instruction for students, the school leaders at ALLMSES believes in the importance in rooting all units of study in the CCLS and where applicable, in the Education for Sustainability (EfS) Standards. Teachers receive common planning time for teacher team meetings (TTM) of no less than three times per week to critique units and plan lessons, determine scaffolds needed in order to assure that learning is accessible for all students. Teachers receive one-to-one time with school leaders to discuss the progress they are making toward their professional goals as they established, and are provided with suggestions for areas of improvement. The Danielson Framework is referred to when having teachers reflect on pedagogical practices. Mentoring support and time is provided for all new teachers, which we have four new hires this school year.

(PD) has been rooted in the instructional focus that was developed by the MoSL Committee/PD Team. Teachers who are members of the network’s instructional cohort team (including English as Second Language (ESL) and Special Education turnkey content to the school community during the Monday afternoon PD sessions and school leaders provides

substitute teachers for staff members to participate in both Literacy and Math cohort groups. A series of professional development sessions throughout the year are designed to focus on building empathy in teachers to improve upon their capacity in supporting students' social-emotional needs. Our EfS consultant supports staff with infusing our stewardship theme within the various units of study. In collaboration with the School Leadership Team, the principal works with parents and teachers in organizing workshops that parent express they would like more information about, as well as those believed to support them in understanding CCLS and EFS Standards. The assistant principal works with Special Education SIT Committee working to assure that IEPs reflect well written documents that outline in detail students' goals and strategies for support. We have collaborated with American Institute for Research through a New York State Education Department (NYSED) Response to Intervention Initiative in an effort to learn best practices in developing our current academic intervention support system in the area of literacy. The principal and speech teacher participate in year-long professional development, which is turnkeyed to the school community. Currently, our cluster teachers, SETSS teacher and our speech teacher all provide tiered RTI services in literacy. In carrying our vision of providing a rigorous curriculum, we seek to you Title 1 Focus school funds to support in covering the cost of a math coach/RTI provider.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
 By June 2015 50% teachers will achieve rating of effective and /or highly effective on components 3B and 3D as measured by observations entered into the Advance rating system.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Activity 1: Reading the text, Thinking through Quality Questioning	All Staff Members	October – June 2015	School leaders
Activity 2: Reconfiguring Response to Intervention programming; attend RTI professional development sessions; working collaboratively with teachers in establishing tier 1 intervention supports at the classroom level	Students who require intervention based on STAR Test results and Running Records	October- June 2015	Principal, Assistant Principal and Speech Teacher, Paraprofessionals, Classroom and Cluster Teachers, SETSS Teacher
Activity 3: Reading text Hanging In: Teaching Students Who Challenge Us the Most to support staff with strategies in managing adverse behavior and introverted students, while building empathy and trust for students' academic and social needs	All Teachers	November- June 2015	School leaders

Activity 4: Newsletters to parents, progress reports, the Datacation App and the PS. 208 HW website will access and support in helping parents understand the Common core content giving them an enhanced understanding of what their children are learning and expected to know	Parents	October-June 2015	School leaders, Teachers, Parent Coordinator
Activity 5: Conduct 1:1 conferences with teachers to discuss student progress to attain goals	Teachers	September-June 2015	School Leaders
Activity 6: Monitoring and rating teacher practice using an observation cycle	Teachers	October-June 2015	School Leaders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Datacation, Hanging In, Thinking Through Quality Questioning, Speech Teacher, Principal, Assistant Principal

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside	X-Magnet Grant	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By January 2015 25% teachers will have increased at least one level on components 3B and 3D as measured by observations entered into the Advance rating system.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

15. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
16. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

Part 1b. Needs/Areas for Improvement:

17. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
18. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our school has a welcoming atmosphere that encourages parents to communicate with school leaders and staff. We have Open House Fridays, once a month, monthly parent PTA meetings, four parent workshops a year that engages parents in CCLS activities and tasks. During the Spring Parent Teacher Conferences, parents are required to come with their child to school and engage in activities similar to the ones that students encounter on a daily basis. Students are required to articulate to parents what they are learning. A review of the percentage of parents responding to the learning environment survey revealed that 99% of our parents completed it. Our self-reflection shows that we are promising in tent 6

Areas for improvement: Our school community needs training to strengthen Tenet 6.4. This focused training will support the entire school community in an effort to promote social and emotional health, welfare and trust. Furthermore we seek to increase the number of parents attending workshops and PTA meetings.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, attendance to Parent-Teacher meetings as well as workshops designed to address both academic and social development of students will increase by 3% as measured by attendance sheets.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Activity 1: Parent workshops around CCLS and curriculum, understanding RTI, supporting ELLs and special education; workshop on using the Datacation APP to support parents in monitoring child's progress and communicating with teachers (translation services available)	All Parents	Sept – June 2015	School leaders, School Leadership Team, Parent Coordinator, PTA, Teachers
Activity 2: Social-Emotional Health and Wellness events- 1) All Sports Day - Father's, grandfathers, uncles etc. can team up with their sons and daughters in a fun-filled day of basketball, relay race or a good game of rugby; 2) Father & Daughter Dance to support and promote social-emotional develop	Male parent figures and their families	June 2015	Parent Coordinator, PTA President, School leaders, volunteer Staff Members
Activity 3: Mommy/Daddy and Me book club to promote reading at home and to teach parents reading strategies to do with their children at home.	Parents, students	June 2015	Parent Coordinator, PTA President, School leaders, volunteer Staff Members, SLT

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Material for parent workshops, voice messaging service, translation services, Datacation, teaching staff, Parent Coordinator, PTA Exec. Board, SLT, permits for evening event, voice messaging service to communicate with parents

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside	X-Magnet Grant	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
P/F Set-aside for parent workshops and activities.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By January 2015 attendance to Parent-Teacher Association meetings and/or workshops will increase by 1% as measured by attendance sheets.

Part 6b. Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Universal Screening results, Running Record data, State Test Results	Leveled Literacy Learning, Guided Reading, Wilson	Small group of no more than 4 students per group	During school day
Mathematics	Universal Screening results, State Test Results, Go Math Baseline assessment	Voyager Math	Small group	During school day
Science	Reading level; baseline assessment; observations	Content area reading, writing and note-taking with a focus on Science Small group guided instruction for students in grades 1-5	Small group; one to one	During the school day
Social Studies	Reading level; baseline assessments observations	Content area reading and note-taking with a focus on Social Studies Small group instruction for students in grades 1-5	Small group; one to one	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Previously suspended, teacher and school leaders recommendation	Positive Behavior Intervention Support	Small group; individual	During school day

Section 7: Title I Program Information

Directions:

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.
<p>Teachers who have the highest performing and demonstrate best instructional and classroom management practices are partnered with new teachers and serve a mentor and model classrooms for inter-visitations. We participate in learning walks to identify best practices and areas for improvement as a school community. There is a hiring committee who is charged with interviewing and selecting teachers believed to be the best fit for our community. Teachers participate in year round professional development, including in the summers, to assure they remain abreast of what is current as it pertains. We also hire consultants to provide 1:1 professional development to meet specific needs. We work earnestly to have a risk free, trusting environment between the administration and teachers to promote open dialogue and offer support as needed. The administration work earnestly to give teachers their desired preference when it comes to assignments, however all placements are determined by the needs of students, not by the convenience.</p>

2b. 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).
<p>The use of staff time is structured such that teams have substantial and regular meetings that are deliberately structured so that teachers' professional responsibilities align with the school's instructional goals, focusing teacher time on instructional work and resulting in improved instruction that engages all students in challenging academic tasks.</p> <ol style="list-style-type: none"> 1. Monthly school staff meeting (first of the month) 2. Bi-monthly Professional Development for school staff 3. Weekly Teacher Team meetings 4. Bi-monthly Leadership Team meeting 5. Vendor on-site and off-site staff training 6. On-line training – vendors, NYC DOE, NY State 7. New York State (NYS) RTI workshops 8. Citywide and network professional development for paraprofessionals

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers were selected and agreed upon by the principal and UFT representative, which make up in the MoSL/PD Team. The team participated in the decision making process for selecting curriculum and assessments to monitor progress and improve instruction. This practice is continuation from the 2013-14 school year. We meet on a weekly basis to discuss data and information is turnkeyed by PD team members to teachers on the grade. Teachers have autonomy in the methods the use to track student performance, provided the give the quantitative results and the synopsis of what the results show and the teacher moves to be used to support student learning moving forward.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	112,042	X	22, 24

Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	41,694	X	12, 24
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	1,146,079	X	12, 18, 24

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not

available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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 the school. Alain L. Locke Magnet School for Environmental Stewardship-PS 208 (ALLMSES), 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 the school and the families. The 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 the school community. ALLMSES-PS 208 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC) Template

[ALLMSES-PS208], in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

Principal Susan M. Green	Assistant Principal Jacquelin Colon
Coach	Coach
ESL Teacher James Mort	Guidance Counselor
Teacher/Subject Area	Parent Milagros Figueroa
Teacher/Subject Area	Parent Coordinator Yiselle Alcantara
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	162	Total number of ELLs	18	ELLs as share of total student population (%)	11.11%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	14	1	2	4	0	2	0	0	0	18

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	14	1	2	4	0	2	0	0	0	18
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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	
	ELL	EP	ELL	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	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish				5	4	2								11
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian						1								1
French					1									1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1	2	2								5
TOTAL	0	0	0	6	7	5	0	18						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)				2	1	2								5
Intermediate(I)				0	3	3								6
Advanced (A)				4	3	0								7
Total	0	0	0	6	7	5	0	18						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B				0	1	1							

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	1	1						3
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our school uses Fountas and Pinnell Running Records to assess the literacy skills of all students, including ELLs. These assessments are usually administered 3 times a year, more if necessary. We keep comprehensive records of our students' reading level across grade levels (i.e. when a student is in the 5th grade we will have the results since their time in the 3rd grade). This helps us monitor progress

over the long-term but is just a part of how we monitor literacy skills. We also utilize one-to-one conferencing and a variety of teacher-created assessments to keep track of student progress and literacy needs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Our data reveals that our students traditionally do well in the speaking and listening portion of the exams and that the weakest modality is often writing. That is one of the reasons why our school has chosen writing to be a focus across the school for the 2013-2014 school year. Students who score at the Intermediate level on the NYSESLAT tend to be at that level because of the Reading and/or Writing modalities, as the data shows that students tend to reach proficiency in Speaking and Listening first. We use the data from the NYSESLAT to best focus ESL instruction in order for our ELL students to achieve grade-level proficiency in all language modalities.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

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

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

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

6. How do you make sure that a child's second language development is considered in instructional decisions?
ESL class groupings and ESL lessons are designed to provide focused support to ESL students based on their current needs and English language development. Data is collected from state ELL tests as well as from more frequent teacher-created assessments in order to accurately pinpoint student needs. With that information the ESL teacher creates lessons to address the current needs of students. Lessons and groupings are differentiated so that all students' needs are met.

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

N/A

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

We evaluate the success of our ELL programs by monitoring the progress that our ELL students are making from year to year. This is not just evident in their NYSESLAT scores, but also in the other state exams our students take. The NYSESLAT though, offers particular insight on how they are progressing in each of the 4 modalities. When we look at the RLAT or RNMR printouts we can see their scores from the past 3 years. The raw scores help us see if the students are making steady progress or if there is a stall in one or more of the

language modalities. If the ESL teacher sees that a student is stalling in a particular area he shares that information with the classroom teachers in order for them to design lessons and teach learning strategies for those students to hone in on the areas of need. For example, a student that is stalling in Listening will receive additional support to build strength in that modality. Classroom teachers are taught teaching strategies to help students receive comprehensible input, but also the student is taught strategies to help make sense of difficult spoken instructions. Scaffolds are useful to increase comprehensible input, but those scaffolds will not always be available. As such, it is imperative that these students develop skills to increase their ability to comprehend by listening in the most difficult situations.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. When new ELL students come to our school they are welcomed by our friendly and inviting main office staff. The Parent Coordinator, Principal, Assistant Principal and ESL teacher are among the first faces they see. During the first couple of days of school the ESL teacher is stationed in the Main Office in order to be present immediately to assist parents and families of ELLs. Our ESL teacher speaks Spanish, which is the most common language other than English in our student population. When needed, we get interpreters to assist families who speak other languages. Many members of our school community (school aides, para-professionals, a parent coordinator, parents, etc.) speak French, Haitian Creole, and Spanish as well as several lower incidence languages. The bilingual staff members at our school assist parents to complete the Home Language Identification Survey (HLIS). Then, if the HLIS survey shows that the Home Language is a language other than English an informal interview is conducted by our ESL teacher. This is a quick interview to verify the results of the HLIS and get to know the family a little better. Following positive identification through the HLIS and informal interview Mr. Mort, the ESL teacher, explains the program choices and explains the ELL identification process. Within 10 days of this student entering our school the LAB-R is administered. Then the ESL teacher does an in-house grading of the LAB-R. If the student scores below the cut-score the ESL teacher then invites the family back in to view the Parent Orientation DVD and further explain the choices available within the school district and the existing program in our school. After the DVD, the family may discuss any questions or concerns they have with the program selection process. This includes the other program choices not available in our school and outreach which is available to NYC families. It is important to us that the families feel comfortable with their decision and understand all of their options. Parents then fill out and sign the Parent Survey/Program Selection form (Appendix D). Usually, all necessary documentation, such as medical history, emergency card, proof of address, etc., have already been gathered by the office staff prior to the viewing of the parent orientation DVD. Typically, no more than a week or two pass before the entire process is completed. The Parent Coordinator, Ms. Alcantara, assists as a bridge to incoming parents and students. She offers additional outreach resources. Mr. Mort asks the office staff for further assistance in making sure the family feels welcomed and accommodated. Sometimes this means the office staff will call the family to see if further assistance is needed in completing necessary documentation or medical forms. If potential ELL students register for our school after the first few days of school (mid-year) the ESL teacher is called to come to the main office to greet and assist these families. Then the process is repeated on an individual basis as needed. The small population of our school lends itself to personal meetings between the ESL teacher and ELL families.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

difficult to get parents to come back to school in a timely fashion. The office staff and ESL teacher work closely together to ensure that potential ELLs are identified and parents have all of the necessary information.

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

The trend at PS 208 is that parents select the Freestanding ESL program. In the past three years there have been eight students who were new to the country. After being explained the options and shown the parent orientation video, all eight families opted for our ESL push-in/pull-out program. They feel that our school will be the best place for their children. As such, our programming is aligned with current parent requests. If the preference of parents is to change in the coming years we will take the necessary steps to address their needs. This may include opening up a Dual-Language or Transitional Bilingual classroom.

Part V: ELL Programming

A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

ELLs enrolled in the ESL program are not generally evaluated in their native languages throughout the school year. Spanish-speaking students do take the Spanish LAB when they enter the country for the first time in order to determine language

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

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

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

6. How do you differentiate instruction for ELL subgroups?

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

Differentiated instruction for ELL subgroups

a. SIFE students, we currently have one, are closely monitored and given focused, individual learning strategies to help them catch-up to their classmates with uninterrupted formal education.

b. Newcomer ELLs (0-3 years of service) are generally in the Beginner or Intermediate group that meets 8 times a week for focused ESL instruction. One exception, a student who tested proficient after his second year in the country, will still receive ESL instruction, although only 4 times a week, as a support for his transition into English language proficiency.

c. ELLs with 4-6 years of service are served as per their mandated minutes prescribed by the NYSESLAT and state requirements. Their progress is monitored to ensure that they are progressing as expected in all 4 modalities. If there is evidence of stagnation on their RNMR and/or RLAT printouts those areas are addressed by the ESL teacher in one-to-one conferences. Individualized and differentiated instruction is provided as needed.

d. Long-term ELLs are often students who have additional concerns beyond second language acquisition. As such, these students are evaluated by the school psychologist or IEP teacher to determine if they may need additional supports. These concerns are almost always noted and assessed before the time period of 6 years of ESL instruction has passed. Students who have 6+ years of ESL instruction and an IEP that requires additional services and testing modifications are carefully scheduled so that all required services are given. The school PPC team also discusses these students throughout the year to ensure that all involved teachers agree with the current program and any necessary modifications are made with parent consent.

e. Former ELLs continue to receive time-and-a-half on state tests for 2 years after testing proficient on the NYSESLAT. When these students test proficient quickly, such as the student mentioned in point B, or if the student's teachers believe there is a signification need, they continue to attend ESL class as long as the ESL teacher and school administration determine that it will be beneficial to that student. Additionally, most former ELLs in the third grade go to the ESL teacher during extended day. He employs ESL methodologies during extended day instruction.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

In order to ensure that ELL-SWDs receive all required ESL minutes and additional services in the least restrictive environment our service providers all meet at the beginning of the school year with copies of the students' IEPs to discuss the scheduling of students who receive multiple services. This way we can ensure that there is no overlap in scheduling and that

students are served in the least restrictive environment. The curriculum and instruction in all classes is informed by student IEPs, as all teachers have access to the IEPs through SESIS or on paper. Assessments throughout the year are given with appropriate testing modifications.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

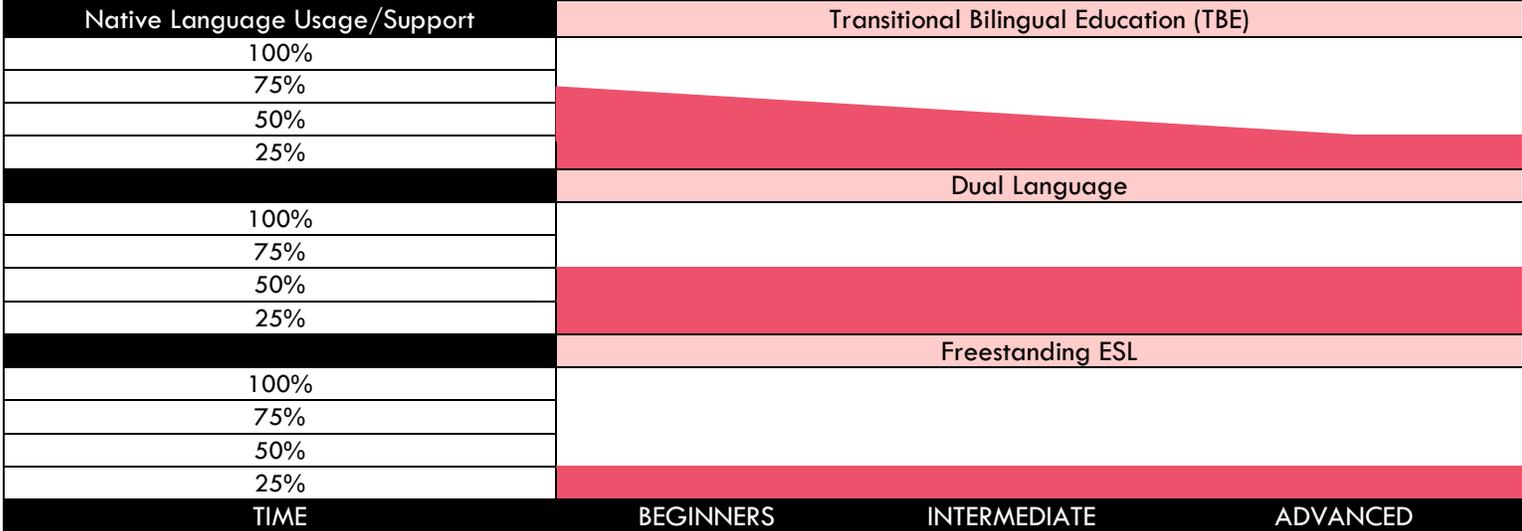
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	Beginning	Intermediate	Advanced
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.

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

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

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

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

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

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

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

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

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

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

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

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

Native language support is offered in the form of bilingual dictionaries, glossaries and books. We also implore our parents of ELLs to continue working with their children with native language literacy, enrolling in Saturday or afterschool native language programs whenever possible. Spanish-speaking students receive native language support at times from bilingual teachers and school staff. Haitian-Creole and French speaking students use our Haitian-Creole/French-speaking paraprofessional as a resource when she is available. This support usually consists of discussions of class-content and the directions for assignments.

Newcomer students are often invited to write (particularly longer written assignments) in their native language. We then use the appropriate staff members to translate this work for the classroom teacher if necessary so that they can provide comments and feedback to those students.

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

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

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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 1. Professional Development for the ESL teacher is provided by the Children First 94N209 network. Their workshops are usually led by Pierre Galvez and incorporate research by Dr. Lily Wong Fillmore, among others. The ESL teacher also participates in other Professional Development series offered by the Office of ELLs and then turnkeys this information to all teachers of ELLs. One workshop he will be attending this year is the Brain Research Institute's 4 part PD, "Keeping ELLs in Mind."
 2. Biweekly in-house PD sessions provide an opportunity for all teachers to receive professional development in the area of CCLS and the new curriculum implemented by our school.
 3. Our parent coordinator and school guidance counselor receive PD as needed to help support ELLs as they transition to middle school. The ESL teacher is also involved in answering questions that parents and other staff members have during this process.
 4. In order to meet the 7.5 hours of ESL PD required for classroom teachers, and 10 hours for special ed teachers, the ESL teacher delivers ELL PD at various sessions throughout the year. This includes Election Day PD, sometimes during our bimonthly Extended Day PD sessions and well as occasional "lunch and learn" sessions. All classroom teachers are present at these sessions in order to acquire a variety of ELL teaching strategies. The topics of these PDs are determined by student needs, and teacher observations and requests. Some teachers receive additional PD at the network level regarding ESL. Teachers also receive periodic ReadyGen PDs that offer specific support to ELLs. Whenever teachers attend an ESL PD their attendance is recorded on sheets that are compiled in the school-wide PD binder. These hours are then recorded on a separate sheet, included in the PD binder, to ensure the appropriate hours as per Jose P. by the end of the school year.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. ELL parents are involved in a variety of events and programs as they are invited to all programs with translated letters and their involvement is assisted as needed. It is very important to us that all parents take an active role in their children's learning and ELL parents are no exception. Since we know that some parents feel alienated or uncomfortable in situations where they have to speak English, we translate as needed and provide additional supports if necessary. Many staff members, including our Assistant Principal and Parent Coordinator are bilingual Spanish speakers. Our ESL teacher hosts a parent orientation meeting once a year to make sure that all parents of ELLs are informed of available activities and programs at our school.
 2. We have a partnership with the Sports Leadership Academy that leads an afterschool program and the gym class at our school. They provide context-embedded instruction for ELLs and all of their programs are available to English Language Learners.
 3. Parents' needs are first evaluated by the HLIS survey and initial interview. We formally check back in with parents at the parent orientation meeting. Also, parents have ongoing dialogue with the parent coordinator who conveys those needs to the administration and ESL teacher as needed. Based on discussions with ELL parents we have opened an ELL Homework Help Afterschool Program in order for students to receive the support they need with homework assignments. Also, the ESL teacher sends home progress reports each month that explains students' needs, areas of strength, and ways that parents can help at home. There is a section at the bottom of these reports for parents to write any questions or concerns that they have. These reports are collected by the ESL teacher in order to promptly take care of any concerns.
 4. Our parental involvement activities are designed based on parent requests or concerns. For example, we have a curriculum night that helps parents learn the upcoming units of study that their children will be learning. At this conference we also teach parents about the homework concerns and ways that they can assist their children at home. We have a special breakout session specifically for parents of ELLs.

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

School Name: ALLMSES PS 208

School DBN: 03M208

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **03M208** School Name: **ALLMSES PS 208**

Cluster: **94CL02** Network: **94N209**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

