



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)
TITLE I APPENDIX FOR SIG COHORT 4/5 AND SIF SCHOOLS

DBN: (i.e. 01M001):

07X385

School Name:

PERFORMANCE SCHOOL

Principal:

KIMBERLY SHELLEY

Outline of SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

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Section 1: School Information Page

School Information

School Name: Performance School School Number (DBN): 07X385
School Level: Elementary Grades Served: 4-5
School Address: 750 Concourse Village West
Phone Number: 718-292-5070 Fax: 718-292-5071
School Contact Person: K. Shelley Email Address: Kshelle@schoools.nyc.gov
Principal: Kimberly Shelley
UFT Chapter Leader: Hanifa Chambers
Parents' Association President: Yolanda Fernandez]
SLT Chairperson: Zenja Murrell
Student Representative(s): _____

District Information

District: 07 Superintendent: Yolanda Torres
Superintendent's Office Address: 501 Courtland Avenue Room 102
Superintendent's Email Address: Ytorres5@schoools.nyc.gov
Phone Number: 718-742-6587 Fax: 718-742-6548

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 607 Network Leader: Steven Chernigoff

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)
Kimberly Shelley	*Principal or Designee	
Hanifa Chambers	*UFT Chapter Leader or Designee	
Yolanda Fernandez	*PA/PTA President or Designated Co-President	
Janet Duckett	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Doreen Edwards	Special Needs Teacher	
Sharon Frith Jones	Parent Member/	
Zenja Murrell	Teacher Chair Member/	
Doretha Kinlaw	Parent Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	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

Title I Appendix for SIG Cohort 4/5 and SIF Schools

The SIG Cohort 4/5 and SIF plans are meant as tools 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 SCEP Title I Appendix development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

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 SIG Cohort 4/5 and SIF plans will serve as the whole school reform models and will reflect this focus. The plans 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 Six Elements of the Capacity Framework

- **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.
- **Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
- **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.
- **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.
- **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.
- **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:

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

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. 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 the Development of the SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

SLTs will utilize their SIG Cohort 4/5 and SIF plans as their whole school reform model and will complete an SCEP Appendix to address the federal requirements for Title I and NCLB. SLTs have the option to either reference information from their approved SIG or SIF plan within the Appendix or craft their own statements to respond to each required element. You can find the approved plans posted on the following websites:

SIG Cohort 4: <http://www.p12.nysed.gov/turnaround/SIG4.2Applications.html>

SIG Cohort 5: <http://www.p12.nysed.gov/turnaround/SIG5Applications.html>

SIF Round 3: <http://www.p12.nysed.gov/turnaround/SIF3.html>

School Leadership Teams should engage in the following steps related to their SIG/SIF plans and SCEP Appendix:

- **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.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, incorporate these findings as you begin to develop your annual SIG/SIF renewal plan. 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.
- **Step 3:** Revisit your school's initial SIG/SIF goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **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.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and ELT program description.
- **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: 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)	Previous year state test results, ReadyGen baseline, formative assessments, running records and performance task.	Skills based instruction, Reading Street curriculum, Finish line, guided reading program, blended programs and Wilson's	Push –in, small group, one-to-one, tutoring,	During the school day, after school
Mathematics	Previous year state test results, formative assessments, GoMath baseline, and performance task	Skills based instruction, Gomath intervention, Kahn Academy, Imagine, TEQ support	Small group, one-to-one, tutoring,	During the school day, or after school
Science	Foss hands on and writing assessments, science projects	Previous year state test results, ReadyGen guided reading using information, baseline, running records and performance task	Small group, one-to-one, tutoring,	During the school day, or after school
Social Studies	Unit assessments	Interdisciplinary studies, close reading , end of the unit samples	Small group, one-to-one, tutoring,	During the school day, after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	OORS report, SIT recommendation, RTI referrals, students in crisis, PBIS data, PPT	<i>ICE Curriculum Guidance Counselor, School Psychologist, Social Worker, CBO's(Leadership, Counseling In Schools, Astor)</i>	Small group, one-to-one, tutoring, etc.)	During the school day, after school

Section 5: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

Directions: Expanded Learning Time (ELT) activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority Schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

When completing this section, you may reference your approved SIG/SIF plan, which may address ELT in the following sections:

- Section A. School Overview
- Section F. Partnerships
- Section H. Educational Plan, under Section III. Use of Time
- Section K. Project Plan and timeline in the section which discusses “leading indicators”
- Approved Budget Narrative

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

The school will raise the proficiency for 25% of students in Math and ELA who scored within 0.2 of a level 2 to a level 2 by June 2015.

The school will decrease OORS occurrences by 25% to improve student relationships through the support of social emotional strategies by June 2015.

Part 2 – ELT Program Description

Part 2a. Identify the target population(s) to be served by the ELT program.

All students were invited to the (ELT) after school program. However, the target population of students who scored within 0.2 points of a 2 were contacted if their parent did not respond to the initial invitation. Students with increased social emotional needs were identified through incident logs and OORS reports.

Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

- Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduce risk for retention or drop out, and increase the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

1. Academic after school program is offered twice a week for 2 hours in math and ELA to support students with a combination of blended programs, hands on project based learning and standards based curriculum to support and strengthen all learners through differentiated instruction.
2. Technology and arts and crafts clubs are facilitated by staff and CBO partners and are implemented during the lunch periods
3. Sports and leadership programs are offered to increase student engagement and participation in all school activities.

4. Specialized teachers from PS 385 and P 17 were hired to meet the needs of all learners and support regular education, ELL and SWD in achieving their academic goals. The Leadership Program counselors are trained experts in supporting students who are at risk.

Part 2c. Is the ELT program voluntary or compulsory?	X	Voluntary		Compulsory
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If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

All students were invited to the program; parents received application forms informing them of the program. Students who were identified as being within 0.2 of a level 2 were sent a second invitation to the program if they did not initially sign up for the program.

Part 3 – ELT Program Implementation and Oversight

Part 3a. Who will implement the ELT program? Who will oversee the program?

- Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
- If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

Ms. Shelley and Ms. Murrell implement the ELT program and oversee the day to day operation and management. The lunch clubs facilitated by the Leadership Program are overseen by Ms. Murrell. Teachers will receive professional learning via a 12 week Teacher Academy program that will focus on curriculum and instructional development to support students of all levels meet ELA and Math state proficiency with the use of data and action planning strategies. Parent and student participation will be encouraged through offering program participation simultaneously to encourage academic achievement.

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Community Based Partners- Counseling In Schools, The Leadership Program, TEQ, 385 staff, P17 teachers are all employed to implement the ELT program.
Textbook materials, iPad, laptops, E Readers and technology blended programs were purchased to meet the CCLS and rigorous instruction to support learners at every level.
Schedules were created for CBO’s and after school staff to maximize face to face time with students and allow for authentic interactions with students and staff in various settings.

Part 3c. Timeline for implementation and completion, including start and end dates.

The academic afterschool program began on October 22, 2014 and will run until April 22, 2015. The lunch clubs started in October and will culminate June 2015.

Part 4 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.

	21st Century	X	Tax Levy	X	Title I SWP	X	Title I TA	X	P/F Set-aside		C4E
	Title I 1003(a)		Title III		PTA Funded	X	Grants		School Success Grant		In Kind

List below any additional fund sources that will be utilized to support achievement of the goal.

SIG Grant, PF setaside

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

Triumph Learning Performance Coach series will be used to administer a midpoint assessment in ELA and Math to all students in the ELT program in January 2015.

Not applicable at this time as we have not met the midpoint of the ELT Program.

Part 5b. Complete in February 2015.

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

Due to the start date of the program there are no revisions at this time.

Section 6: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- When completing this section, you may reference your approved SIG/SIF plan, which may address Title I program information in the following sections:
 - Section E. Instructional Staff under Sections II. & IV.
 - Section G. Organizational Plan under Section I. Training Support and Professional Development
 - Section H. Educational Plan under Section I. Curriculum, II., Instruction and VII., Parent and Community Engagement

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
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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.

Due to our status as a "phase out" school the staff is on a seniority list that dictates their rank each school year. Staff that is retained based on their seniority and retention rights is assigned to classrooms by their preference and license area. Two highly qualified teachers were made instructional lead coaches to support pedagogical practices. Each grade band has a grade leader to support and turnkey professional development to maximize alignment and coherence. The most senior staff is matched with assignments that cater to students needs first and then their preference consideration. Sustainable professional development during weekly grade conference meetings, 100 minutes of professional development and parent engagement ensures the continuous awareness of research based strategies and school and district wide initiatives .

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).

Teachers meet every Monday after school during the 100 minutes of professional development to focus on a ELA, Math, data, research based strategies and social emotional development techniques. Consultants support all teachers in the areas of ELA, Math and social emotional development. Coaches provide teachers with one to one training and support with instructional best practices, modeling of lessons, and work with teacher teams to leverage understandings and misconceptions.

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.).

N/A

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 and MOSL committee members participate in grade level meetings to identify and choose appropriate multiple assessments to measure student levels and priority skills to better support best instructional practices and student achievement.

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	213,243	X	
Title I School Improvement 1003(a)	Federal	n/a	n/a	n/a
Title I Priority and Focus School Improvement Funds	Federal	53,770.00	n/a	
Title II, Part A	Federal	234,863		
Title III, Part A	Federal	11,200		
Title III, Immigrant	Federal	n/a		
Tax Levy (FSF)	Local	984,264		

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:

- 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.
- 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:

- **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).
- **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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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.
- **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.
- **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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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 7: 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. **Performance School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. **[School name]** 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)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>Performance School</u>	DBN: <u>07X385</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>22</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S. 385 will use Title III funds to raise English language Proficiency levels, support native language development, promote the development of academic vocabulary and provide support in ELA, Math and other content areas. The program will start on January 14, 2015 and end on February 12, 2015. The after school program will be offered on Wednesdays and Thursdays from 2:20-4:20 p.m. The direct instruction will be strictly aligned with Common Core Standards. To support English language acquisition, the participants will receive explicit and focused small group instruction that will be provided by ESL or common branch teachers. Currently there are 22 ELL students in grades 4 and 5 who will participate in the after school program. The language of instruction will be in English with strong native language support.

The materials and activities include but not limited to visuals, graphic organizers, experience charts, thesaurus, interactive word study, math manipulatives, blended technology based educational programs and digital books. Systematic instruction will provide ELLs with research based academic strategies and experiences to enhance comprehension, questioning and will support project-based hands on learning. Strong language assistance will be achieved through the use of books in the native language, dictionaries in Spanish and Spanish language software. ELL students will be grouped according to their NYSESLAT proficiency level that will allow teachers to differentiate their instruction. To develop and reinforce ELL students' writing skills, teachers will incorporate ongoing text-based tasks, high level thinking questions that will allow teachers to assess students' reading comprehension. The data will be used to provide individualized instruction to meet ELL students' academic, emotional and social needs. Systematic scaffolded instruction will be achieved through the math manipulatives, graphic organizers, visuals, realia and computer generated interactive activities.

Part C: Professional Development

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

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

Begin description here: Professional development is an essential component of enhancing the quality of ELL instruction. P.S. 385 plans to offer a varied professional development program of instructional

Part C: Professional Development

support to teachers as well as paraprofessionals who will provide differentiated instruction to ELL students. After school professional learning series will provide teachers the opportunity to learn best practices to support the academic language development needs of English Language Learners. The participants will use *Teach like a Champion* by Doug Lemov to enhance the quality of their instruction by using practical methods and strategies that would allow them to enrich students' learning. Professional learning series will focus on development of language objectives, methods for scaffolding instruction, CR Part 154 compliance, providing multiple entry points via strategic grouping and differentiation, and analyzing modality assessment results. Applying these specific strategies will help teachers enhance ELL students' reading and writing skills. Teachers will meet for two hours, twice a month. Generation Ready consultants will support teachers within ELA and Math. These professional learning opportunities will be facilitated by Network 607 consultants, administration, instructional coaches and our ELL teacher. The ELL teacher will also attend Network and/or Citywide professional development.

SCHEDULE OF PROFESSIONAL DEVELOPMENT FOR TEACHERS

9/22/14-What Makes an Essential Question?

9/29/14 - Structuring, differentiating and delivering lessons that engage all learners. (*Teach like a Champion* by Doug Lemov)

10/9/14 - Effective strategies for ELLs, resources available to ELLs

10/20/14 – Pacing lessons to create a purposeful rhythm in the classroom.

11/3/14 - Making connections between curricula and the common core.

11/10/14 – Evaluating the impact of using data in my classroom.

12/1/14 - Anticipating and planning for student s' misconceptions.

12/15/14 - Maintaining high behavioral expectations for all learners.

12/22/14 – Reflection on planning to ensure continued academic achievement for all.

1/5/15 – Moving students through levels of text complexity.

1/12/15 – Technology as a tool: Getting the most from our bank of technology resources.

1/26/15–Pedagogical strategies to meet the needs of English Language Learners.

2/2/15 – ELA Instructional Shifts; writing in content areas.

2/9/15 - ELA Instructional Shifts; tiered activities to write and analyze an argument.

2/23/15 – Understanding and meeting the learning needs of students with disabilities.

3/9/15 – Data driven decision making to enhance a small group instruction.

3/16/15 – Essential Questions: How have our practices changed?

3/23/15 – Learners as partners; learning from the strengths of others.

3/30/15- Understanding the Danielson Framework for Teaching with literacy shifts in science and social studies.

4/13/15 – Planning using Universal Design for Learning.

4/27/15 – Rethinking our pedagogy to engage all learners.

5/4/15 – Cooperative grouping and project based learning to engage all students. (Part 1)

5/11/15- Cooperative grouping and project based learning to engage all students. (Part 2)

6/1/15- Data review, where are our students now? How can we best utilize the last month of teaching?

6/8/15 – Planning for 2015/2016; curriculum that best meets the needs of our students.

6/15/15 - Planning for 2015/2016; pedagogical approaches that best meet the needs of our students.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: Parents of ELL students will be offered after school opportunities to attend meetings and workshops to learn about Common Core Standards, ELA, Math and other content area subjects' curricular.

PS 385X will provide parents with Parent Involvement workshops to assist them to become active participants in their children's education. The school will offer Performance Family Academy for parents. Its goal is to introduce parents to Common Core Standards to help students master the standards and to enhance the opportunities to adapt to the academic expectations of college and career readiness to promote the learning environment at home and assist students in the acquisition of the 21st century skills. Performance Family Academy for parents will begin in Fall 2014 and continue in Spring 2015. The duration of both fall and spring academies will be 20 weeks. Coaches will facilitate parent learning as outlined in the parent engagement professional development cycle. Parents will also be offered opportunities to learn about ELA, Math, NYSESLAT and Science assessments. The purpose of these meetings is to provide parents with understanding of test formats and the testing accommodations for ELL students.

P.S. 385 will offer ARIS, SchoolNet, Engrade and THINKCENTRAL training that will be facilitated by our coaches. Parents will learn to log on these useful sites to find important information to use to accelerate student learning.

How- to Help My Child Succeed with Homework workshop will be offered to parents as well to help them learn the strategies to assist their children with everyday homework assignments. Meetings will take place once a month and start at 8:30 a.m. until 9:30 a.m. Parents will be notified about the meetings in the form of the letters sent home to parents through their children. Parent workshops will be provided in English and Spanish. Translation services for parents speaking other languages will be available.

Scheduled Meetings

9/30/14 - Breakfast with the Principal

Fall 2014, Spring 2015 - Parent Academy

Monthly meetings - How-to Help My Child Succeed with Homework

10/14/14- A Parent Guide to Common Core Learning Standards

10/21/14- Reading and the Common Core Learning Standards

10/28/14- Math and the Common Core Learning Standards

11/18/14- Writing and the Common Core Learning Standards

11/25/14- Where do I from here? Resources to help your child become a life long learner.

1/13/15- How-to Help My Child Prepare for NYSESLAT

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 07	Borough Bronx	School Number 385
School Name Performance School		

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	233	Total number of ELLs	43	ELLs as share of total student population (%)	18.45%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	43	Newcomers (ELLs receiving service 0-3 years)	32	ELL Students with Disabilities	11
SIFE	4	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	15	4	1	0	0	0	0	0	0	15
Dual Language										0
ESL	18	0	4	10	0	6	0	0	0	28

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	33	4	5	10	0	6	0	0	0	43
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
Spanish					8	6								14
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	8	6	0	14						

*EP=English proficient student

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

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	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				12	5	10								27
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1		1								2
TOTAL	0	0	0	13	5	11	0	29						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)				2	4	8								14
Intermediate(I)				4	5	4								13
Advanced (A)				7	4	5								16
Total	0	0	0	13	13	17	0	43						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	14	3			17
4	9	4			13
5	26	2			28
6					0
7					0
8					0
NYSAA Bilingual (SWD)				2	2

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	1	4	2	2	0	0	0	11
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and 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.
The assessment tools used to assess the early literacy skills of the ELL population at P.S. 385 are the Performance Series online (Reading and Writing) as well as the Teacher's College Running Records Assessment. Based on the Performance Series October 2013 assessment, our ELLs population scored Far Below (approx. 1/3 of the students) in reading and writing, Below/At Level (approx. 2/3

of the students). The observable trends are:

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

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

Implications for Instruction

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

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

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

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

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

4. For each program, answer the following:

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

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

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

c. ELL periodic assessments will help teachers learn about the ELL students' strengths and weaknesses, identify patterns across proficiencies and modalities. The data reports will be shared with the teachers that will assist them in providing data driven, scaffolded instruction to their ELL students. Teachers will help ELLs in their classes by using more visual support to help the students acquire academic vocabulary that will allow them to fully comprehend academic concepts. Graphic organizers will be used as well as a prewriting tool to help the students use the information from the graphic organizers in their text-based responses. Teachers will use comprehension strategies such as the main idea/supporting details, identifying context clues, inference, comparing and contrasting that will allow ELLs to comprehend academic concepts better. The native language will be utilized through the use of cognates, dictionaries, concept charts, and fiction and nonfiction books in both languages.

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

The school uses data from multiple sources including State tests, formative assessments, teacher observations, the analyses of writing samples to provide instruction for ELLs within RTI. The teachers conduct the initial screening of literacy skills, academics, and behavior of the students. Based on the results, the students participate in multiple tiers of intense interventions. Teachers use research based strategies. The school uses multiple tiers of intervention. RTI is provided by classroom teachers for all students. RTI teachers work with a small group of students

specifically targeting the needs of their student population. Individual interventions are provided by a social worker. They monitor the students' progress on a regular basis. Outcome assessments are administered regularly.

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

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

7. For dual language programs, answer the following:

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

Paste response to questions here:

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

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

The results of NYSESLAT provide teachers with important information about the English language development of ELLs, track the students' progress across all proficiencies and allow teachers to adjust their instructional techniques to meet ELLs' academic needs. Currently there are 43 ELL students in both TBE and freestanding ESL programs. There are 13 students in the freestanding ESL program in grade 3. Out of 13 ELLs who took NYSESLAT in spring 2013, 46 % of the students showed improvement by moving up to the next proficiency level. 46% remained on the same level and 8% fell back down to a beginning level. There are 13 students in both TBE and Free standing ESL programs in grade 4. Out of 8 students in TBE, who took NYSESLAT in spring 2013, 50% (4 students) of the students showed improvement by moving up to the next proficiency level and 50%(4 students) of the students remained on the same level. Out of 5 students in the freestanding ESL program, who took NYSESLAT in spring 2013, 20% (1 student) of the students showed improvement by moving up to the next proficiency level and 80%(4 students) remained on the same level. There are 16 students in both TBE and Free standing ESL programs in grade 5. Out of 5 students in TBE program who took NYSESLAT in spring 2013, 20 % (1 student) of the students showed improvement by moving up to the next proficiency level and 60%(3 students) of the students remained on the same level. 1 newly admitted student took Lab-R in fall of 2013. Out of 10 students in grade 5 in the freestanding ESL program who took NYSESLAT in spring 2013, 50% (5 students) of the students showed improvement by moving up to the next proficiency level and 50%(5 students) remained on the same level. The above data demonstrate that both TBE and Free standing ESL programs address the academic needs of our ELL population. Because the school is phasing out, we were not given an overall Progress Report Grade.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial

assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

The initial process of the identification of those students who may possibly be ELLs starts at the registration. All parents or guardians of newly enrolled students in the New York City School System are complete a Home Language Identification Survey. This survey is provided to the families as part of their registration packet. A translator is available during the registration. HLIS forms are administered by a trained certified ESL teacher. The OTELE code is established by a trained certified ESL teacher as well. The survey is used to identify students who may have limited English proficiency. Students are also asked a series of informal oral interview questions in English and in the child's native language if possible. Students' responses provide additional information in determining their eligibility for LAB-R administration. If the survey indicates that a language other than English is used at home, the student is administered the revised Language Assessment Battery (LAB-R) within ten (10) days of registration by our certified ESL teacher. The LAB-R is used to determine initial placement. If LAB-R results show that a child is an ELL and Spanish is used at home, a student is administered a Spanish LAB to establish language mastery in his or her native language.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

. Families of newly enrolled students who have been identified as English Language Learners were invited to participate in the parent orientation session which was held within ten (10) days of the beginning of the school year. Parents were notified about the upcoming parent orientation workshop by letters, flyers that were sent home in both languages. The Parent Coordinator used Call Blast system to remind the parents of the workshop in both languages as well. At the orientation meeting the families were introduced to the school principal, the ESL teacher and parent coordinator. During the parent orientation workshop the attendance was taken and parents were informed of the different types of programs and services available for their children. Transitional Bilingual Programs, Dual Language Programs, and English as a Second Language Programs were explained in detail. Families viewed the New York City Department of Education Orientation Video for Parents of English Language Learners in a language of their choice. At the conclusion of the orientation session families were individually assisted in completing their Program Selection Forms. The parent orientation workshop will be offered throughout 2013-2014 school year for all newly admitted students. Parents were provided with Parent Brochures and a list of educational websites and resources. Paste response to question here:

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

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

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

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

Parental involvement will be an integral part to plan for 2013-2014 school year. The teachers will work closely with the principal and Parent Teacher Association to address the academic needs of our students. Parents will continue to be notified about upcoming workshops by letters both in English and their native language that will be sent home. The parents of ELL students will attend a variety of workshops throughout the year. The ELL student Parent Orientation workshop was offered on September 25, 2013 to

introduce the parents to different programs available to ELL students. Our ESL teacher conducted this workshop. The bilingual educational assistant translated the information in Spanish. The workshop was offered in the parents' native language to ensure their full participation and understanding provided at the workshop. The Parent coordinator is also responsible for ordering any necessary translation and interpretation services. Paste response to question here:

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)

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

Part V: ELL Programming

A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
P.S. 385 provide Transitional Bilingual Education in the 4th and 5th grades in a bridge class and a Free-Standing ESL program for students in the third, fourth and fifth grades. ELL students in both TBE and a free-standing ESL programs are grouped heterogeneously. Our Free-Standing ESL program services 28 students in grades 3-5 using predominately a push-in model. Students from a class that consists of a majority of ELLs are chosen for a push-in model.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

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

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

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

Transitional Bilingual Education program teacher makes sure that ELL students are evaluated in their native language. Ongoing assessments such as Spanish LAB, assessments in content area, baseline assessments in Math and Science are administered in the students' native language throughout the school year. In addition, teacher made tests, conferring in the language of instruction provide the teacher with multiple data used for planning and instruction. The teacher uses informal assessments, conferring and teacher observations in order to monitor student progress.

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

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

6. How do you differentiate instruction for ELL subgroups?

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

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

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

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

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

concepts are explained through recapping the material in students' native language.

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

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

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

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

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

Our ELL- SWD students are fully integrated in every aspect of our school culture from classroom placement in the building to assemblies, lunchroom, after school programs, field trips, etc. Our ELL- SWD students participate in all school wide instructional programs aligned with NYC and NYS Common Core standard such as Ready Gen, Go Math, monthly literary activities such as Genre of the Month and weekly skills, strategies and grammar activities. In order to achieve this group of students' IEP goals and English language proficiency, teachers use flexibility in scheduling and instruction modification. ELL- SWD students are mainstreamed in a General Education class during the literacy block when the ESL teacher pushes in. Instructional strategies are modified to meet these students' academic needs and IEL goals. . The ESL teacher provides rigorous explicit scaffolded instruction to ELL students with disabilities with strict adherence to NYS CR Part 154. To prepare the students for a specific task, they use the following pre-reading /writing /listening strategies: Eliciting prior knowledge, introducing academic vocabulary with extensive visual support, pictures and TPR, predicting, consistent use of graphic organizers such as Anticipation guide, KWL and Talking Drawing strategy. During reading/writing/ listening, the students are encouraged to stop periodically to check their predictions, make new predictions, take notes, highlight unfamiliar words and structures. After reading/writing/ listening, students are provided with specific steps and activities such as check list, completing KWL, using notes to complete writing assignments, confirming

predictions. Post reading/writing/ listening activities include: responding to the reading selection by writing letters to the characters, critique recommendation using details to support the students' point of view. Increased visual support is provided through the use of realia, pictures, games and TPR approach with instructional materials in both languages. During the lesson the ELL- SWD students are constantly redirected to help them focus on the task. The delivery of the instruction includes continuous repetition that allows the students to retain the academic concept. The ELL- SWD students receive RTI support as well. In order to lower teacher-student ratio, a RTI teacher provides services to these students in small group setting. This ongoing support allows the ELL- SWD students to achieve their IEP goals.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

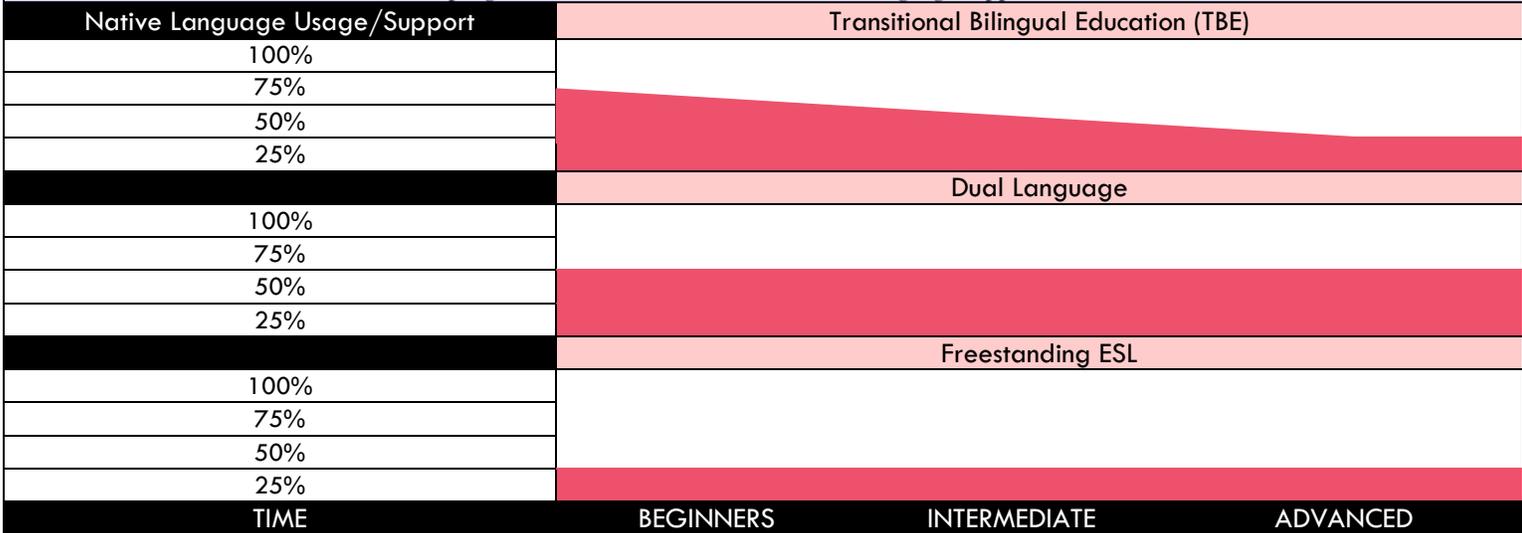
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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.

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

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

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

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

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

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

Our school will not discontinue any programs or services for our ELL students

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

supporting it with factual information. Activities and tasks are differentiated based on students' proficiency level. This is achieved through illustrating new vocabulary, labeling pictures, expressing ideas using simple sentence structure. Technology is widely used to support newly enrolled students with language acquisition as well as content area concepts. All the activities are data driven.

18. What language electives are offered to ELLs?

The school does not offer language electives to ELLs.

19. For schools with dual language programs:

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

NA

C. Professional Development and Support for School Staff

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

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

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

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

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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

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

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

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

E. Additional Information

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

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

Part VI: LAP Assurances

School Name: Performance School

School DBN: 07X385

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 07X385 School Name: Performance School

Cluster: 6 Network: 613

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

Part A: Needs Assessment Findings

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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