



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **10X386**

School Name: **SCHOOL FOR ENVIRONMENTAL CITIZENSHIP**

Principal: **LYNNANN FOX**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: School for Environmental Citizenship School Number (DBN): 10X386
School Level: Elementary Grades Served: Pk-5
School Address: 125 East 181 Street Bronx, New York 10453
Phone Number: 718-563-3292 Fax: 718-563-3453
School Contact Person: Lynnann Fox Email Address: Lfox2@schools.nyc.gov
Principal: Lynnann Fox
UFT Chapter Leader: Bessie Chance
Parents' Association President: Iverka Valerio
School Leadership Team
Chairperson: Lynnann Fox
Student Representative(s): _____

District Information

District: 10 Superintendent: Melodie Mashel
Superintendent's Office Address: One Fordham Plaza, Bronx, New York 10458
Superintendent's Email Address: MMashel@schools.nyc.gov
Phone Number: 718-741-5852 Fax: 718-741-7098

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 606 Network Leader: Petrina Palazzo

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:

- 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*.
- 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.**
- 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)
Lynnann Fox	*Principal or Designee	
Bessie Chance	*UFT Chapter Leader or Designee	
Iverka Valerio	*PA/PTA President or Designated Co-President	
Lizbeth Pena	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	
Danya Vega	Teacher	
Deirdre Dillon	Teacher	
Nicollete Rutherford	Parent	
Flor Cabrera	Parent	
Abigail Sotomayor	Parent	
Irene Lugo	Parent	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

The Six Elements of the Capacity Framework
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **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, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **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).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

School strengths, accomplishments, and challenges.

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

The School for Environmental Citizenship, P.S. 386 is an elementary school that serves students and their families from the University Heights community of the Bronx from pre-kindergarten through grade 5. The school is co-located in the former P.S. 79 building and shares this space with P.S. 382 and M.S. 447. There are 553 students enrolled at the school. The school population is comprised of 16% Black, 83% Hispanic and 1% White. The student body includes 31% English Language Learners and 18% Students with Disabilities. Males account for 47% of students enrolled and females account for 53%. The average rate of attendance at the school is 94%.

The School for Environmental Citizenship is a member of a "Community of Learners". The school strives to ensure that all students achieve at high levels. The school believes that all children can learn and aims to create a literate, nurturing, child-centered environment while teaching students about the global community. The school is committed to providing programs that reflect developmentally appropriate learning strategies through an interdisciplinary approach. P.S. 386 fosters collaborative relationships through which both students and adults are encouraged to take risks, respect diversity, support higher level thinking skills, and maintain high standards.

In order to ensure that students are meeting the state's Common Core Learning Standards, the school has made strategic curriculum decisions and allocated a great amount of funding to support teacher development. P.S. 386 is a Teachers College Reading and Writing Project School for literacy instruction. Teachers College supports the school by providing two staff developers that work with teachers to improve their practices and inviting teachers to over 35 professional development sessions at their site. The school works with New York University and employs one Reading Recovery teacher who delivers intensive Tier III reading interventions for the lowest performing students in the first grade, in order to provide a solid literacy foundation for success in the upper grades. Furthermore, the school has partnered with Southern Cross Consultancy to support teachers in the development and implementation of rigorous math units. The school has participated in the Teacher Effectiveness Pilot since its inception in 2011 and has worked continuously with using the Danielson Framework for Teaching to improve teacher practice. The school works with a Teacher Development Coach from the Office of Teacher Effectiveness to support teachers in providing quality instruction based on the school's current instructional focus, as well as coaches who support the administrative team in using Advance to provide quality feedback to teachers that will push their practice and increase student achievement.

P.S. 386 is dedicated to ensuring students participate in engaging learning opportunities beyond the traditional classroom experience. In pre-kindergarten, teachers work with Making Pre-K Count, which is a research based project formulated through collaboration between MDRC and the Robin Hood Foundation. Making Pre-K count focuses on improving the math skills of pre-k students from low-income homes in order to increase the likelihood that these youngsters will hold on to such skills and eventually graduate from high school and college. Additionally, the school has partnered with the City Parks Foundation for experiential learning sessions and projects that encourage 2nd grade students to explore the city's urban ecosystem. The school has also partnered with Studio in a School to provide visual art and nutrition instruction to 4th grade students. In the 2014-2015 school year, kindergarten and first grade classes at the school will participate in the Department of Education's pilot program, Sounds in Motion. This program strategically trains the school's speech provider in collaboration with classroom teachers and aims to develop listening skills in students to improve articulation, phonemic awareness, vocabulary, and literacy skills. In addition to academic experiences, the school has recognized the importance of structured recess activities to foster positive social and physical experiences for students. Therefore, the school has partnered with Asphalt Green to develop recess routines and activities that provide quality fitness instruction and cultivate citizenship among students across all grade levels.

Since its foundation in 2008, the school has been committed to forming lasting partnerships with community based

organizations in order to support the needs of the students and their families. The school works with the Morris Heights Health Clinic, which occupies shared space in the building and provides medical care for students and social-emotional support for students and their families. Furthermore, the school has identified the need for students in the community to engage in quality activities after school. Currently, the school partners with Good Shepherd Services, which provides after school care and enrichment for the students. In addition, for the past two years, the school has established a connection with Midori and Friends and Bronx Arts. Midori and Friends provides a customized music program in which the students learn about the customs and culture of Mexico. Bronx Arts further supports the school's arts initiative and enables students to have the opportunity to participate in Latin Ballroom Dancing, Hip Hop Dancing, and Chorus. In addition, the school's Parent Coordinator has been working with Cool Culture to allow income-eligible families to revel in New York City's cultural institutions for free, which leads to greater literacy and learning experiences.

In addition to its wealth of quality partnerships, the School for Environmental Citizenship demonstrates a number of strengths that support student achievement. The school focuses on building collaborative opportunities for teachers, paraprofessionals, school aides, administration, and all other school personnel. In May 2014, approximately 35 members of the school community participated in a retreat to increase the effectiveness of the many teams within the building, plan for new school initiatives, and improve teachers' understanding of using the Danielson Framework for Teaching to improve their practices. This sense of teamwork for student improvement was highlighted in the school's 2013-2014 Learning Environment Survey, as 97% of teachers stated that they work together on teams to improve instructional practice. This teamwork also led to instructional improvements for students with disabilities. The school received a rating of "Good" for closing the achievement gap for students with disabilities on both the NYS ELA exams and the NYS Math exams.

To encourage continued progress, the school systematically aligned the master schedule to allow teachers on grade teams to have common planning prep periods 4 days per week and vertical team planning prep periods 1 day per week. The schedule allows for cluster teachers to participate in common planning one day per week to discuss best practices, analyze student work, and provide feedback for management needs and strategies. The school's schedule also allows for 40 AIS periods per week to support small groups of students in literacy and mathematics.

In 2014, the RTI team met to readjust the school's RTI plan. During the 2014-2015 school year, the lowest 10% of students will be identified and AIS providers and classroom teachers will implement intensive Tier II interventions that target specific literacy pillars identified on a universal screener. Student progress will be monitored and adjustments will be made based on assessments.

In 2014, the school created a new team to support its families. A Parent Engagement Team was formed to plan and implement one parent workshop per month and one Family Fun Night per month, as well as institute the school's inaugural Fathers Club. Teachers have volunteered their time and services to stay after school and work with the parents on ways to support their students at home, using technology effectively, and supporting students' social and emotional growth. Families are also invited to three Honors Nights per year, which recognize the achievement of our highest performing students. Furthermore, families are invited to monthly Student of the Month and Character of the Month breakfasts that highlight the academic effort of one student per class as well as one student per class who best demonstrates the school's Value of the Month. In addition, parents attend monthly "Chat and Chews" with the administrative team to collaborate on school initiatives, clarify information with questions, and provide feedback for school improvement.

A Professional Development Team was also created in 2014 to plan and implement differentiated professional development turn-key sessions related to the school's instructional focus on Monday afternoons. At the beginning of and throughout the school year, staff members choose outside professional development opportunities to attend, provided by Teachers College, Network 606, and the NYC Department of Education. The staff members then apply the knowledge gained to best practices in the school building and turn-key the information to all other staff members who would benefit. The professional development sessions are led by teachers and paraprofessionals, and all audience members reflect on the sessions and plan next steps for their students based on the instructional strategies learned.

Although the school has many strengths to celebrate, there are also challenges. As a testament to their dedication to student growth and achievement, it has been difficult for teachers to adjust to the shortened school day for students

that has decreased direct instructional time. The school has been working to maximize instructional time and one focus for feedback on both low and high stakes teacher evaluations has been time management.

Another challenge for the school has been closing the achievement gap in both literacy and mathematics for English Language Learners. The school has a large population of ELLs and it recognizes the importance of targeting instruction in both native language development and English language development. The school is working on further enhancing its Saturday ELL Academy, which has already demonstrated increasing achievement levels for ELLs, as evidenced by students' proficiency levels on the NYSESLAT.

Based on the aforementioned evidence, the DTSDE Tenets in which the school made the most growth during the 2013-2014 school year were Tenet 2: School Leader Practices and Decisions, Tenet 4: Teacher Practices and Decisions, and Tenet 6: Family and Community Engagement. During the 2014-2015 school year, the school will continue to work on Tenet 4: Teacher Practices and Decisions, Tenet 3: Curriculum Development and Support, and Tenet 5: Student Social Emotional and Developmental Health.

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	550	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	96.5%	% Attendance Rate			93.1%
% Free Lunch	96.7%	% Reduced Lunch			2.5%
% Limited English Proficient	28.0%	% Students with Disabilities			18.8%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.4%	% Black or African American			20.2%
% Hispanic or Latino	77.5%	% Asian or Native Hawaiian/Pacific Islander			0.8%
% White	1.0%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.89	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			7.89
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	13.5%	Mathematics Performance at levels 3 & 4			24.7%
Science Performance at levels 3 & 4 (4th Grade)	62.7%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

In 2010, the school began using the Teachers College Reading and Writing Project curriculum for literacy instruction. With the support of staff developers, teachers use pre and post assessments to align instruction with the Common Core Learning Standards. In mathematics, teachers work on creating units using the GoMath program and EngageNY modules as resources. In science, teachers have access to both FOSS Kits and Harcourt materials for instruction. In Social Studies, teachers use combinations of trade books, primary resource kits, and Teachers College content units for instruction.

School leaders have aligned the master schedule so that teachers have the opportunity to meet 1 period per day for common planning on grade teams for 4 days per week. One day per week, teachers meet in vertical planning teams across all grades. The schedule was further enhanced to ensure that vertical alignment for teams reflected the student population within the classes. Teachers in ICT classes were placed on vertical teams with other teachers from ICT classes, and teachers in small special education classes were all placed on the same vertical planning team.

Students benefit from instruction from cluster teachers in visual art and technology. In 2014, a drama cluster position was created so that students across all grade levels would benefit from instruction that combines literacy skills with dramatic performance. The school established a partnership with Studio in a School to enrich the current arts curriculum and incorporate health instruction in combination with visual art instruction. The school chose to continue its partnership with Bronx Arts and Midori and Friends to create opportunities for students to learn about Latin Ballroom Dancing, Hip Hop Dancing, Chorus, and Music through the lens of the Mexican Culture. Further enrichment

opportunities were created with a partnership between the school and the City Parks Foundation to encourage second grade students to explore the urban ecosystem.

Although many enrichment opportunities have been incorporated into a curriculum that has been aligned to the Common Core Learning Standards, teachers demonstrate difficulty using the curriculum to design coherent instruction. Lesson and unit plans often lack details such as instructional targets for specific groups within lessons, higher order thinking questions, time allotments, and tasks that represent significant cognitive challenge.

Part 2 – Annual Goal

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

By June 2015, teacher pedagogy will be strengthened as the percentage of observations rated effective or higher in Component 1E (Designing Coherent Instruction–Planning and Preparation) of the Danielson Framework for Teaching will increase from 31% to 50% as measured by informal and formal observations.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>Staff Developers from Teachers College will provide professional development unit planning sessions in the building and model lessons with significant cognitive demand in grades K-5</p> <p>One Senior Staff Developer from Teachers College will provide professional development in the building for a group of teachers on using questioning and discussion techniques during interactive read alouds in grade K-5 and on incorporating discussion in lesson plans. All information will be turn keyed to staff members.</p> <p>Writing conference expert, Carl Anderson will provide professional development for a group of teachers on planning for writing conferences. All information will be turn keyed to staff members.</p> <p>Teachers will choose and attend staff development conference days at Teachers College for professional development sessions. All information will be turn keyed to staff members.</p> <p>One math consultant from Southern Cross Consultancy will provide professional development to teachers on all grades on creating tasks that allow for student discussion and productive struggle.</p>	<p>Teachers in grades K-5, Related Service Providers, Reading Recovery Teacher, ESL Teachers</p> <p>Teachers in grades K-5, Related Service Providers, Reading Recovery Teacher, ESL Teachers</p>	<p>September 2014 – June 2015 25 Sessions</p> <p>December 2014 – June 2015 4 Sessions</p> <p>February 2015, March 2015 3 Sessions</p> <p>September 2014 – June 2015 35 Sessions</p> <p>September 2014 – June</p>	<p>Two Teachers College Staff Developers, Administrators, Business Manager</p> <p>One Senior Staff Developer, Administrators, Business Manager</p> <p>Carl Anderson, Administrators, Business Manager</p> <p>Teachers, Administrators, Staff Developers from Teachers College, Business Manager</p>

<p>A Teacher Development Coach from the Office of Teacher Effectiveness will work with groups of teachers on developing discussion and questioning techniques. The coach will conduct planning sessions and observations, and provide on the spot feedback to teachers. All information will be turn keyed to staff.</p> <p>Administrators will conduct informal and formal observations and provide feedback and suggestions for strategies to move teacher practice in Component 3B of the Danielson Framework for teaching as well as collect lesson plans for review and feedback related to Component</p> <p>Teachers will choose and attend professional development series provided by Network 606 and the NYC DOE related to the Danielson Framework for Teaching, questioning and discussion in mathematics, and in incorporating conversations in ELL instruction. All information will be turn keyed to staff.</p>	<p>Teachers in grades K-5, Related Service Providers, Reading Recovery Teacher, ESL Teachers</p> <p>Teachers in grades K-5, Reading Recovery Teacher, ESL Teachers, Drama Cluster Teacher</p> <p>Teachers in grades K-5 Grade Team Leaders, new teachers</p> <p>All teachers</p> <p>Group of 8 Teachers across multiple grades and disciplines</p>	<p>2015 25 Sessions</p> <p>November 2014 – May 2015 3 Cycles of 3 Sessions</p> <p>October 2014 – June 2015 Minimum of 158 observations</p> <p>September 2014 – June 2015 13 Sessions</p>	<p>Administrators, Consultant, Business Manager</p> <p>Teacher Development Coach, Administrators</p> <p>Administrators</p> <p>Teachers, Administrators, Network 606 Directors</p>
<p>In lesson plans and practice, teachers will scaffold questions and provide language prompts for all subgroups in their classrooms.</p> <p>Three teachers will provide Professional Development on the SIOP model</p> <p>Our Special Education Coordinator will continue to work closely with teachers and paraprofessionals to provide support with implementation of IEP's</p>	<p>All Teachers</p>	<p>September 2014-June 2015</p>	<p>Teachers, Administrators</p>
<p>Month Chat and Chew with the Principal and Administrative Team</p> <p>Monthly Parent Workshops</p> <p>Monthly Newsletters</p> <p>Three progress reports annually in addition to three report cards annually</p>	<p>All Parents</p>	<p>September 2014-June 2015</p>	<p>Principal, Assistant Principals, Parent Coordinator</p>

Weekly Grade Team Meetings Vertical Planning Meetings Professional Development Team Monthly Breakfast with the Principal	All Teachers	September 2014-June 2015	Teachers, Administrators
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Part 4 – Resources Needed

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

Schedule adjustments will be made to provide for extra meeting periods for teachers when they are working with staff developers from Teachers College and the math consultant.

Substitute teachers will be hired to cover teachers’ programs when they are out of the building for professional development sessions.

Teacher’s College Reading and Writing Project School Package

Teacher Development Coach from Office of Teacher Effectiveness

Math Consultant: Southern Cross Consultancy

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

By February 2015, teacher pedagogy will be strengthened as the percentage of teachers rated effective or higher in Component 1E (Designing Coherent Instruction–Planning and Preparation) of the Danielson Framework for Teaching will increase from 31% to 41% as measured by informal and formal observations conducted between November 2014 and February 2015.

The school will use the ADVANCE system as a tool to track teacher progress in Component 1E. The school will run reports specific to Component 1E in November, February, and June.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Based on the feedback given on the 2013-2014 Priority and Focus School Recommendations, the school needed to evaluate the effectiveness of our PBIS and Character Education Program. Since last year, there has been a more heightened awareness of the benefits of PBIS among staff, parents, and students. The school population has been receptive to alterations made in the PBIS World Class Coins System, as they have been given the opportunity to shop for prizes more often and to earn rewards at their own pace, allowing the students to make direct connections between their behavior and the incentives. Parents have also been more encouraged to remind their children to implement the values of the month associated with Character Education. Parents have decreased the number of concerns with their children being bullied and involved in physical altercations. The school has surpassed last year's goal to decrease the number of students who are harassed by twelve percent.

Part 2 – Annual Goal

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

By June 2015 there will be a 10% decrease in the number of behavior related reports filed on OORS.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
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<p>for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<i>Who will be targeted?</i>	<i>start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
The Cool Culture program allows parents to engage in more extracurricular activities with their children and foster a sense of exposure and gaining knowledge from all surroundings.	Pre-K and Kindergarten Families	September 2014-June 2015	Principal, Assistant Principal, Parent Coordinator
Continued collaboration with MHHC in efforts to refer families of students who exhibit patterns of disruptive behavior and distract the learning process. Teachers and staff will have regular conferences discussing the proactive observation and monitoring of behavior patterns as well as implement individual behavior plans that address the root causes of behavior problems and help apply steps to prevent triggers and causes of disruption.	Pre-K through 5 th grade students with chronic behavior or emotional issues and or SWD's	September 2014-June 2015	Principal, Assistant Principals, Guidance Counselor, SBST, School Psychologist, Parent Coordinator, MHHC Social Worker and Medical Staff
Discipline measures will be implemented consistently and guidance interventions will be regularly recorded and applied as part of behavior intervention plans.	Pre-K through 5 th grade	September 2014-June 2015	Principal, Assistant Principal, Guidance Counselor, Parent Coordinator
Consistent communication to staff and families including Principal Chat and Chew conferences discussing new initiatives in the building, bullying workshops addressing noticing signs and steps to intervention, staff and parent GRP/BRT workshops to address building safety procedure/curriculum and response to crisis, new Parent Safety Team initiative to help organize dismissal and events with large parent turn-outs, kick-off PBIS assembly addressing the perks and concepts of the school's program. This dialogue will increase home school collaborative efforts. All of our Subgroups including ELL's and SWD's will benefit from our direct and differentiated approach to behavior management systems.	Pre-K through 5 th grade	September 2014-June 2015	Principal, Assistant Principal, BRT, School Aides, Parent Coordinator, Teachers, Guidance Counselor, Business Manager
Regular Response to Intervention and staff support meetings to discuss students presenting chronic behavior issues, poor attendance, lack of academic progress and learning issues, bullying and conflict problems	Pre-K through 5 th grade	September 2014-June 2015	Attendance team, SETSS, Principal, Assistant Principal, Guidance Counselor, School Aides, Family Worker, Parent Coordinator

Part 4 – Resources Needed

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

Tangible PBIS incentives and prizes, outreach to Councilman Cabrera, apparel for parent teams/association, GRP safety curriculum , PBIS cart and schedule, monthly parent newsletters and invitations to Character/Student of the Month events

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

By February 2015, there will be a 5% decrease in the number of behavior related reports filed on OORS.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
	<ul style="list-style-type: none"> • A basketball program for 5th grade boys was created to foster their social emotional growth with daily behavior logs and incentives for positive behavior. The students use the logs to accumulate enough points to participate on the basketball team that meets two days per week for practices and games with other public elementary schools in the Bronx. • A “Sister Circle” was created for 5th grade girls to decrease bullying incidents. The girls meet with an administrator, school counselor, and the Parent Coordinator weekly to engage in behavior interventions and bullying prevention activities, and to build and strengthen new and existing friendships. The program is being extended to younger grade levels. • Parent meetings have been planned and implemented to educate parents on cyber bullying and popular computer programs and applications that students use for social media. 				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

The teachers in the school collaborate on grade level teams as well as vertical planning teams to create units and lessons based on student achievement data. Students are grouped based on performance on formal and informal assessments and instruction is targeted to meet the students' specific needs across all grade levels. Teachers use pre and post assessments in reading, writing, and mathematics. Teachers also conduct formal pre and post assessments in science. Teachers formally assess students' independent reading levels 5 times per year using the Fountas and Pinnell Reading Benchmark Assessment System. Running records are analyzed and used to form small groups for guided reading.

Teachers in the school participate in a wealth of professional development series and sessions, offered by Teachers College, Network 606, and the Department of Education. Teachers choose sessions to attend, and turn-key information learned during grade team meetings and Monday Professional Development time. Although the teachers have been participating in various professional development opportunities since the school's formation and working with literacy and math coaches, they still need support with incorporating effective questioning and discussion techniques into their instruction. Effective questioning and discussion would lead to more appropriately aligned and rigorous instruction.

Part 2 – Annual Goal

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

By June 2015, teacher pedagogy will be strengthened as the percentage of observations rated ineffective in Component 3B (Using Questioning and Discussion Techniques) of the Danielson Framework for Teaching will decrease from 20% to 5% as measured by informal and formal observations.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Staff Developers from Teacher College will provide professional development sessions in the building and model lessons using discussion techniques in literacy practices in grades K-5</p> <p>One Senior Staff Developer from Teachers College will provide professional development in the building for a group of teachers on using questioning and discussion techniques during interactive read alouds in grade K-5 and on incorporating discussion in lesson plans. All information will be turn keyed to staff members.</p> <p>Writing conference expert, Carl Anderson will provide professional development for a group of teachers on conversations during writing conferences. All information will be turn keyed to staff members.</p> <p>Teachers will choose and attend staff development conference days at Teachers College for professional development sessions. All information will be turn keyed to staff members.</p> <p>One math consultant from Southern Cross Consultancy will provide professional development to teachers on all grades on creating tasks that allow for student discussion and productive struggle.</p> <p>Teachers will choose and attend professional development series provided by Network 606 and the NYC DOE related to the Danielson Framework for Teaching, questioning and discussion in mathematics, and in incorporating conversations in ELL instruction. All information will be turn keyed to staff.</p> <p>A Teacher Development Coach from the Office of Teacher Effectiveness will work with groups of teachers on developing discussion and questioning techniques. The coach will conduct planning sessions and observations, and provide on the spot feedback to teachers. All information will be turn keyed to staff.</p> <p>Administrators will conduct informal and formal observations and provide feedback and suggestions for strategies to move teacher practice in Component 3B of the Danielson Framework for teaching.</p> <p>Coaches from the Office of Teacher Effectiveness will provide job</p>	<p>Teachers in grades K-5, Related Service Providers, Reading Recovery Teacher, ESL Teachers</p>	<p>September 2014 – June 2015 24 Sessions</p>	<p>Two Teachers College Staff Developers, Administrators, Business Manager</p>

<p>embedded support for administrators on observations, feedback, and planning for professional development related to questioning and discussion.</p> <p>Administrators will participate in grade team meetings to support teachers in planning for units and incorporating questioning and discussion techniques.</p> <p>Staff members will attend a retreat in which they will observe videos of best practices, reflect on their practice based on the Danielson Framework for Teaching, and collaborate with each other to identify next steps for their instructional practices.</p> <p>A Professional Development Team consisting of a representative sample of teachers and paraprofessionals in the building will meet two times per month to plan for Monday professional development sessions based on teachers' needs, plan for agenda items for monthly faculty conferences to increase communication with staff to build trust, reflect on the plans' effectiveness, and provide next steps.</p> <p>A Professional Development Schedule for outside professional development sessions will be created, as well as a schedule for Monday professional development sessions. This will increase the effectiveness of communication in the building.</p> <p>In addition to the overall schedules, administrators will write "Weekly Happenings" memos to remind teachers and paraprofessionals of their professional development presentations.</p>			
<p>Lesson Plans and Teacher Practice, teachers will scaffold questions and provide language prompts for all subgroups in their classrooms.</p> <p>Three teachers will provide Professional Development on the SIOP model</p> <p>Our Special Education Coordinator works closely with teachers and paraprofessionals to provide support with implementation of IEP's</p>	All Teachers	September 2014- June 2015	Teachers and Administrators
<p>Month Chat and Chew with the Principal and Administrative Team</p> <p>Monthly Parent Workshops</p> <p>Monthly Newsletters</p> <p>Three Progress Reports Annually</p>	All parents	September 2014-June 2015	Principal, Assistant Principals, Teachers, Parent Coordinator
<p>Weekly Grade Team Meetings</p> <p>Vertical Planning Meetings</p> <p>Professional Development Team</p> <p>Monthly Breakfast with the Principal</p>	All Teachers	September 2014-June 2015	Principal, Assistant Principals

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Teacher's College Reading and Writing Project School</p> <p>Teacher Development Coach from Office of Teacher Effectiveness</p> <p>Math Consultant: Southern Cross Consultancy</p> <p>Schedule adjustments will be made to provide for extra meeting periods for teachers when they are working with staff developers from Teachers College and the math consultant.</p>

Substitute teachers will be hired to cover teachers' programs when they are out of the building for professional development sessions.

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

By February 2015, teacher pedagogy will be strengthened as the percentage of observations rated ineffective in Component 3B (Using Questioning and Discussion Techniques) of the Danielson Framework for Teaching will decrease from 20% to 15% as measured by informal and formal observations conducted between November 2014 and February 2015.

The school will use the ADVANCE system as a tool to track teacher progress in Component 3B. The school will run reports specific to Component 1E in November, February, and June.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

To articulate the school’s vision and instructional focus for the 2014-2015 school year, school leaders have made strategic decisions around ways to communicate with all stakeholders in the school community. In collaboration with the professional development team, school leaders have planned for one professional development session per month on Mondays to be related to continuous articulation of the school’s vision and instructional focus with a close reading of professional articles related to both. Parents participate in the revision of the school’s vision through School Leadership Team meetings, Monthly Chat and Chews with administrators, Monthly Parent Workshops, and Monthly Family Fun Nights.

School leaders have strategically divided the supervision responsibilities to maximize opportunities for pedagogical improvement and increases in student achievement. In 2014-2015, 39 teachers will receive 4 or more observations (formal and informal) with actionable feedback aligned with the school’s instructional focus and vision. Data from observations is used to inform professional development and school organizational decisions.

Teachers assess student progress across all grades using the Fountas and Pinnell Reading Benchmark Assessment system at least 6 times per school year, as well as pre and post chapter and unit assessments in math, reading, writing, and science. Teachers also utilize mid unit check points to inform instruction. Teachers meet in grade teams and vertical planning teams to analyze student data and to create small groups for targeted instruction based on the Common Core Learning Standards. Fountas and Pinnell Reading data is tracked school wide and administrators identify trends within and across grades. In 2014, school administrators analyzed running record data against state test results and identified that many students within the building are not matched to correct independent reading levels, and therefore did not

achieve proficiency on state exams. As a result, school administrators are working with teachers and staff developers to properly match students to independent texts. Additionally, school leaders have developed a plan to screen the lowest 10% of students in literacy pillars to identify areas of need for intensive Tier II RTI interventions. Tier III RTI instruction will continue to occur for first grade students using the Reading Recovery program, with the intention to boost literacy skills in the younger learners as a foundation for success as they progress through the upper grade levels

Part 2 – Annual Goal

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

By August 2015, the percentage of students in grades 3-5 scoring proficient or higher on the New York State English Language Arts Exam will increase from 14% to 23%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Staff Developers from Teachers College will provide professional development unit planning sessions in the building and model lessons with significant cognitive demand in grades K-5.</p> <p>One Senior Staff Developer from Teachers College will provide professional development in the building for a group of teachers on using questioning and discussion techniques during interactive read alouds in grade K-5 and on incorporating discussion in lesson plans. Writing conference expert, Carl Anderson will provide professional development for a group of teachers on planning for writing conferences.</p> <p>Teachers will choose and attend staff development conference days at Teachers College for professional development sessions. One math consultant from Southern Cross Consultancy will provide professional development to teachers on all grades on creating tasks that allow for student discussion and productive struggle. Teachers will choose and attend professional development series provided by Network 606 and the NYC DOE related to the Danielson Framework for Teaching, questioning and discussion in mathematics, and in incorporating conversations in ELL instruction. A Teacher Development Coach from the Office of Teacher Effectiveness will work with groups of teachers on developing discussion and questioning techniques. The coach will conduct</p>	<p>Teachers in grades K-5, Related Service Providers, Reading Recovery Teacher, ESL Teachers, Drama Cluster Teacher, Technology Cluster Teacher</p>	<p>September 2014 – June 2015 104 Professional Development Sessions provided by staff developers, Network Directors, and math consultant 3 series of 3 sessions provided by Teacher Effectiveness Coach</p>	<p>Two Teachers College Staff Developers, One Senior Staff Developer from Teachers College, Administrators, Business Manager Carl Anderson, Math Consultant, Network Directors, Office of Teacher Effectiveness Personnel</p>

<p>planning sessions and observations, and provide on the spot feedback to teachers. All information will be turn keyed to staff. Coaches from the Office of Teacher Effectiveness will provide job embedded support for administrators on observations, feedback, and planning for professional development related to designing coherent instruction.</p> <p>Administrators will participate in grade team meetings to support teachers in planning for units and lessons based on student data.</p> <p>Administrators will conduct informal and formal observations and provide feedback and suggestions for strategies to move teacher practice in Component 3B of the Danielson Framework for teaching as well as collect lesson plans for review and actionable feedback.</p> <p>A Professional Development Team consisting of a representative sample of teachers and paraprofessionals in the building will meet two times per month to plan for Monday professional development sessions based on teachers’ needs, plan for agenda items for monthly faculty conferences to increase communication with staff to build trust, reflect on the plans’ effectiveness, and provide next steps.</p> <p>The school will provide teachers with the Ready program and i-Ready web based program to further enhance literacy skills and supplement the Teachers College Reading and Writing Project curriculum.</p>			
<p>ELLs will be invited to a Saturday ELL Academy targeting literacy instruction and language acquisition.</p>	<p>K-2 English Language Learners</p>	<p>January 2015-June 2015</p>	<p>Administration, Teachers, ESL Providers</p>
<p>Month Chat and Chew with the Principal and Administrative Team Monthly Parent Workshops Monthly Newsletters Three Progress Reports Annually</p>	<p>All Parents</p>	<p>September 2014-June 2015</p>	<p>Principal, Assistant Principals, Teachers, Parent Coordinator</p>
<p>Comprehensive Calendar was disseminated in August 2014 outlining all educational due dates.</p> <p>A Professional Development Schedule for outside professional development sessions will be created, as well as a schedule for Monday professional development sessions. This will increase the effectiveness of communication in the building.</p> <p>In addition to the overall schedules, administrators will write “Weekly Happenings” memos to remind teachers and paraprofessionals of their professional development presentations.</p>	<p>All staff members</p>	<p>September 2014 – June 2015</p>	<p>Administrators, Professional Development Team</p>

Part 4 – Resources Needed

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

Schedule adjustments will be made to provide for extra meeting periods for teachers when they are working with staff developers from Teachers College and the math consultant.

i-Ready Program

Substitute teachers will be hired to cover teachers' programs when they are out of the building for professional development sessions.

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

By January 2015, the percentage of students reading at or above grade level as measured by the Fountas and Pinnell Reading Benchmark Assessment System will increase from 30% to 35%.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

The HEDI ratings in this area reflect that our school needs to strengthen communication around school growth.

Increase the number of parents participating in weekly parent engagement sessions with teachers to discuss student’s academic performance.

Increase the number of parents attending monthly parent workshops.

Increase the number of parents attending Parent’s Association meetings.

Increase the number of parents attending Parent Teacher Conferences

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

Our school is in the second phase of improving the percentage of parents that are informed of their child’s progress and next steps. During the 2013-2014 school year we introduced progress reports to increase the number of parents who were informed about their child’s academic growth. Monthly parent workshops were held increase parental involvement and home–school collaboration

Part 2 – Annual Goal

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

In an effort to strengthen family and community ties, by June 2015, there will be a 15% increase in the number of parents at school meetings, teams, and parent clubs designed to foster a transparent and collaborative family-school community.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Below is a calendar of the monthly workshops, meetings, and school wide events implemented to foster parent engagement</p> <p>September Dads Take Your Child to School Day- September 16th Parent Teacher Conferences –September 16th Family Fun Night- Bingo September 18th Parent Chat and Chew- Breakfast and Discussion October 15th Masquerade Ball – October 17th Dad’s Change The World Father’s Club- Spending Time With Your Children- October 24th Family Fun Night- Nutrition Health & Fitness- October 21st Parent workshop- Technology Introduction To ARIS October 30th</p> <p>November Parent Teacher Conference- November 13th Senior Class Meeting – November 13th Honor’s Night- November 20th Dad’s Change The World Father’s Club meeting- November 20th Family Fun Night – Thanksgiving Feast- November 18th</p> <p>December Family Fun Night –Gingerbread House Making – December 16th Dad’s Change The World Father’s Club-Showing Love To Your Children- December 18th Parent workshop- Bullying December 3rd</p> <p>January Family Fun Night –Movie Night – January 22nd Dad’s Change The World Father’s Club-Using Elders To Deliver Honesty And Wisdom To Your Children – January 22nd</p>	<p>All parents of students school wide including but not limited to: parents of students with disabilities, English Language learners, and students in the lowest one third in academic standing.</p>	<p>Starting September 2014 Ending June 2015</p>	<p>Parents/guardians, parent coordinator, classroom teachers, guidance counselor, administrators and school support staff will help implement all activities.</p>

<p>Parent workshop- January 29th</p> <p>February Family Fun Night –Happy, Healthy Heart – February 26th Father-Daughter Dance February 13th Dad’s Change The World Father’s Club- Reaching Back In History to Lift Up Your Children – February 27th</p> <p>March Family Fun Night –Seuss-A-Paleussa – March 12th Dad’s Change The World Father’s –Helping Children Overcome Fatherlessness – March 27th Parent Workshop – Asthma/ Diabetes/ Blood Pressure - March 26th</p> <p>April Family Fun Night –Math Bowl – April 16th Continuing Education Fair- April 21st (Tentative) Dad’s Change The World Father’s Club- Fighting The Stereotypes That Can Overwhelm You Parent Workshop- TBA- April 23rd</p> <p>May Family Fun Night –Volley Ball – May 21st Parent Workshop – Cooking- May 28th Dad’s Change The World Father’s Club- Overcoming Anger- You Have To Let It Go -May 15th</p> <p>June Family Fun Night – Spring Carnival - June 20th Parent Workshop - Senior Awards Night Dinner- June 16th Dad’s Change The World Father’s Club - Helping Single Mother Shoulder The Burden- June 19th</p>			
<p>In an effort to strengthen the level of parental collaboration and support, we have developed several parent centered programs designed to promote transparency and continued collaboration. We have introduced a monthly Parent Chat and Chew with the Principal. The purpose of the Parent Chat and Chew is to allow parents to come together with the administration team to discuss issues and concerns in an informal setting.</p> <p>The Dad’s Change The World Father Club was initiated this school year to promote father involvement in the education process throughout the school year.</p> <p>We are maximizing our Weekly Parent Engagement sessions by inviting parents to one to one meeting with their child’s teacher to discuss student progress, concerns and strategies on how to help students at home.</p> <p>The focus of the Sister’s Circle Mother’s Group is providing mothers with an opportunity to collaborate, discuss how to support their children’s academic success and celebrate motherhood.</p>	<p>All parents of students school wide including but not limited to: parents of students with disabilities, English Language learners, and students in the lowest one third in academic standing.</p>	<p>Starting September 2014</p> <p>Ending June 2015</p>	<p>Parents/guardians, parent coordinator, classroom teachers, guidance counselor, administrators and school support staff will help implement all activities.</p>

The focus of the Parent Engagement Committee will address the concerns and needs of the parents of our school community. Here we discuss and create action plans to address parental concerns.			
Family Engagement Team Month Chat and Chew with the Principal and Administrative Team Monthly Parent Workshops Monthly Family Fun Nights Monthly Newsletters Three Progress Reports Annually Annual Learning Environment Survey Father Club- Dad's Change The World Mother's Club- Sister Circle Dad's Take Your Child To School Day	All parents	September 2014-June 2015	Principal, Assistant Principals, Teachers, Parent Coordinator, School Leadership Team, Parent's Association
Month Chat and Chew with the Principal and Administrative Team Monthly Parent Workshops Monthly Family Fun Nights Monthly Newsletters Father Club- Dad's Change The World Mother's Club- Sister Circle Dad's Take Your Child To School Day School Leadership Team Parent's Association	All parents	September 2014-June 2015	Principal, Assistant Principals, Teachers, Parent Coordinator, School Leadership Team, Parent's Association

Part 4 – Resources Needed

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

Workshop Presenters
Guest Speakers
Copies of books for parent groups
Copies of parent support pamphlets
Teacher and Staff Per session at Family Fun Nights
Professional Books
Speakers: Workshops

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

2. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, there will be a 7% increase in the number of parents at school meetings, teams, and parent clubs designed to foster a transparent and collaborative family-school community..				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	F&P (Independent Reading Levels) Lowest Third: K-5 Lowest Third NYS ELA Scores 3-5 Lowest Third School Wide: Easy CBM	Reading Recovery First Grade Leveled Literacy Intervention (LLI) Earobics Wordly Wise Recipe for Reading Preventing Academic Failure (PAF) ESL Saturday Academy New York Ready Test Prep i-Ready	Small Group 1:1 Computer Based	During the School Day After School Programs Saturday Academy
Mathematics	Lowest Third School Wide: Easy CBM Math Lowest Third NYS Math Scores 3-5 Lowest Third School Wide: End of Unit Assessments Math	i-Ready New York Ready Test Prep Use of Math Games Manipulatives	Small Group 1:1 Computer Based	During the School Day After School Programs Saturday Academy
Science	All Fourth Grade Students	Science Test Prep Materials	Groups of 8-12 students with an experienced teacher	After School Saturday Academy
Social Studies	Lowest Third: School Wide K-5	Guided Reading and Book Clubs Grades K-5	Small Group	During the School Day during AIS times

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Lack of production and motivation; demonstrating frequent behaviors that disrupt instruction or impede learning process; drop in academic performance personal/family issues or cases	Regular “check-ins” and at-risk individual, group or family sessions, class observations, peer mediation, referrals to mental health agency	1:1 Small Group Counseling	Weekly to monthly on an as needed basis according to the individual clients and on the caseload.
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10X386 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	550	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	96.5%	% Attendance Rate		93.1%
% Free Lunch	96.7%	% Reduced Lunch		2.5%
% Limited English Proficient	28.0%	% Students with Disabilities		18.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		20.2%
% Hispanic or Latino	77.5%	% Asian or Native Hawaiian/Pacific Islander		0.8%
% White	1.0%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.89	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		7.89
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	13.5%	Mathematics Performance at levels 3 & 4		24.7%
Science Performance at levels 3 & 4 (4th Grade)	62.7%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

10X386 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	550	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	96.5%	% Attendance Rate		93.1%	
% Free Lunch	96.7%	% Reduced Lunch		2.5%	
% Limited English Proficient	28.0%	% Students with Disabilities		18.8%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.4%	% Black or African American		20.2%	
% Hispanic or Latino	77.5%	% Asian or Native Hawaiian/Pacific Islander		0.8%	
% White	1.0%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.89	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		7.89	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	13.5%	Mathematics Performance at levels 3 & 4		24.7%	
Science Performance at levels 3 & 4 (4th Grade)	62.7%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

10X386 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	550	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	96.5%	% Attendance Rate		93.1%
% Free Lunch	96.7%	% Reduced Lunch		2.5%
% Limited English Proficient	28.0%	% Students with Disabilities		18.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		20.2%
% Hispanic or Latino	77.5%	% Asian or Native Hawaiian/Pacific Islander		0.8%
% White	1.0%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.89	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		7.89
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	13.5%	Mathematics Performance at levels 3 & 4		24.7%
Science Performance at levels 3 & 4 (4th Grade)	62.7%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

10X386 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	550	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	96.5%	% Attendance Rate		93.1%	
% Free Lunch	96.7%	% Reduced Lunch		2.5%	
% Limited English Proficient	28.0%	% Students with Disabilities		18.8%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.4%	% Black or African American		20.2%	
% Hispanic or Latino	77.5%	% Asian or Native Hawaiian/Pacific Islander		0.8%	
% White	1.0%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.89	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		7.89	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	13.5%	Mathematics Performance at levels 3 & 4		24.7%	
Science Performance at levels 3 & 4 (4th Grade)	62.7%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

10X386 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	550	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	96.5%	% Attendance Rate		93.1%
% Free Lunch	96.7%	% Reduced Lunch		2.5%
% Limited English Proficient	28.0%	% Students with Disabilities		18.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		20.2%
% Hispanic or Latino	77.5%	% Asian or Native Hawaiian/Pacific Islander		0.8%
% White	1.0%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.89	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		7.89
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	13.5%	Mathematics Performance at levels 3 & 4		24.7%
Science Performance at levels 3 & 4 (4th Grade)	62.7%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

10X386 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	550	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	96.5%	% Attendance Rate		93.1%
% Free Lunch	96.7%	% Reduced Lunch		2.5%
% Limited English Proficient	28.0%	% Students with Disabilities		18.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		20.2%
% Hispanic or Latino	77.5%	% Asian or Native Hawaiian/Pacific Islander		0.8%
% White	1.0%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.89	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		7.89
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	13.5%	Mathematics Performance at levels 3 & 4		24.7%
Science Performance at levels 3 & 4 (4th Grade)	62.7%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

10X386 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	550	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	96.5%	% Attendance Rate		93.1%
% Free Lunch	96.7%	% Reduced Lunch		2.5%
% Limited English Proficient	28.0%	% Students with Disabilities		18.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		20.2%
% Hispanic or Latino	77.5%	% Asian or Native Hawaiian/Pacific Islander		0.8%
% White	1.0%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.89	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		7.89
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	13.5%	Mathematics Performance at levels 3 & 4		24.7%
Science Performance at levels 3 & 4 (4th Grade)	62.7%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

10X386 School Information Sheet

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Teacher's College Reading and Writing Project Coaches meet with our teachers and plan for upcoming units of study.</p> <p>We have hired a math consultant that collaborates with our teachers on aligning and tracking math data to the Common Core Learning Standards</p> <p>Our teachers attend workshops hosted by Teacher's College Reading Writing Project, Network 606 and the Office of English Language Learners</p> <p>A Teacher Development Coach from the Office of Teacher Effectiveness will work with groups of teachers on developing discussion and questioning techniques. The coach will conduct planning sessions and observations, and provide on the spot feedback to teachers. All information will be turn keyed to staff.</p>

A Professional Development Team consisting of a representative sample of teachers and paraprofessionals in the building will meet two times per month to plan for Monday professional development sessions based on teachers' needs, plan for agenda items for monthly faculty conferences to increase communication with staff to build trust, reflect on the plans' effectiveness, and provide next steps.

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.).

- Parent involvement activities, including Family Fun Nights, Parents as Readers, class participation and workshops on best practices for early childhood students, transitioning from pre-school and attendance awareness.
- Kindergarten orientation
- Early screening
- Progress Reports and Report Cards
- In-school transition activities between Pre-K and Kindergarten teachers
- Aligned resources
- Field Trips

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.

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

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	\$441,503	X	17, 29
Title I School Improvement 1003(a)	Federal	\$16,961	X	
Title I Priority and Focus School Improvement Funds	Federal	\$106,869	X	14, 17, 21, 25, 29
Title II, Part A	Federal	\$101,646	X	
Title III, Part A	Federal	\$17,928	X	25
Title III, Immigrant	Federal	\$1464	X	
Tax Levy (FSF)	Local	\$2,903,795	X	17

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

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 386, School for Environmental Citizenship**, 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. **P.S. 386, School for Environmental Citizenship** 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)

P.S. 386, School for Environmental Citizenship, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Involvement Policy and this Compact;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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



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: School For Environmental Citiz	DBN: <u>10X386</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 checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>155</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 10
of certified ESL/Bilingual teachers: 10
of content area teachers: 0

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: Rationale

The School for Environmental Citizenship services 155 English Language Learners in grades K-5. The Title III funding will be utilized towards an ELL After School Enrichment Program for students in grades 3-5, an ELL Newcomer After School Program for students in grades 3-5, and an ELL Saturday Academy for students in grades K-2. In addition, the Title III funding will be used towards professional development for our staff members and parent workshops.

Subgroups and Grade Levels of Students to be Served

The ELL After School Enrichment Program will serve Beginner and Intermediate students in grades 3-5 who are not newcomer ELLs. The ELL Newcomer After School Program will serve all newcomer ELLs in grades 3-5. The ELL Saturday Academy will service Beginner and Intermediate students in grades K-2.

Schedule and Duration

The ELL After School Enrichment Program and the ELL Newcomer After School Program will run for 6 weeks (2 hours per week on Tuesdays and Thursdays from 3:30-p.m.-5:30p.m.) beginning on January 12, 2015. The ELL Saturday Academy will run for 9 weeks (3 hours per week on Saturdays from 8:30a.m.-11:30a.m.)

Language of Instruction

The language of instruction will be English, however students will receive Spanish translation when needed.

and types of certified teachers

ELL After School Enrichment Program: 3 teachers certification: ESL/Bilingual

ELL Newcomer After School: 1 teacher certification: ESL/Bilingual

ELL Saturday Academy: 6 teachers certifications: ESL / Bilingual

Types of Materials

In the ELL After School Enrichment Program, students will be using the Getting Ready for the NYSESLAT books. The primary focus will be on reading and writing as students who were administered the NYSESLAT in May 2014 scored lower in these areas. In addition, students who are Beginners will be using the Imagine Learning software program which is an individualized educational program that provides native language support.

Part B: Direct Instruction Supplemental Program Information

In the ELL Newcomer After School Program, students will be using Pearson’s Cornerstone Newcomer program which provides vocabulary development for the students. In addition, students will be using the Imagine Learning software program.

In the ELL Saturday Academy, students will be using the Getting Ready for the NYSESLAT books. The 2nd Grade ELLs will be using HeadSprout, a differentiated online program that delivers individualized instruction. In addition, teacher lessons will include interactive read alouds, accountable talk strategies, word study, and reading and writing activities to strengthen their skills.

School Vegetable Garden

Vision and rationale

As a school whose mission revolves around environmental awareness, PS 386 is moving towards designing and implementing an interdisciplinary instructional curriculum that provides English Language learners with real life experiences while learning English. Working on a school project to build and maintain a vegetable garden, ELLs will speak, listen, read and write in English in an environment that allows for language acquisition to happen naturally. School gardens can combat unhealthy eating habits, as children are more likely to try unfamiliar produce and eat fruits and vegetables if they grow them themselves. There is an increasing link between school garden participation and improved test scores. Not surprising as school gardens teach concepts like seasonality, soil and water health, invertebrate life, ecosystems, climate change.

Program Objectives

English Language Learners in grades 2-5 will identify various cycles that contribute to the life of plant: water cycle, seasons, plant grows cycle, etc.

Students will be able to use different measuring tools, collect and analyze data.

Students will develop and apply their knowledge of mathematics about surface area measurement, number sense, math operations in order to design and build vegetable beds, decide on plant spacing, gridding, and plant growth time.

Students will develop and apply their knowledge of science to record their observation, create and test their own hypothesis.

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: _____

Topic 1:

The teacher will learn how to adapt content to different levels of ELL proficiency using instructional materials. The teachers will also learn about comprehensible input, and how it is used to inform

Part C: Professional Development

explanations of academic tasks, and the application of a variety of classroom techniques to make content concepts clear.

Rational:

Here at the School for Environmental Citizenship, 27% of our students are English Language Learners. All of the teachers on our staff are responsible for providing instruction in a way that allows all children access to language and content instruction. We have chosen professional development designed to expose teachers in ESL approaches and methodologies that will improve teacher's professional practice. Santillana professional development offers high quality research based professional development that supports second language teaching and learning. Our professional development will be focused on providing teachers with ESL teaching strategies and approaches that will enhance overall classroom instruction, thus improving academic outcomes for all of the English Language Learners.

Date T.B.A.

Time: T.B.A.

Name of Provider: Santillana (Tentative)

Audience: All Teaching Staff

Topic 2:

The teachers will learn how to incorporate effective teaching strategies into instruction including creating content and language objectives for all lessons. The teachers will also learn a variety of scaffolding techniques, including reading scaffolding and consistent use of scaffolding.

Rational:

Here at the School for Environmental Citizenship, 27% of our students are English Language Learners. All of the teachers on our staff are responsible for providing instruction in a way that allows all children access to language and content instruction. We have chosen professional development designed to expose teachers in ESL approaches and methodologies that will improve teacher's professional practice. Santillana professional development offers high quality research based professional development that supports second language teaching and learning. Our professional development will be focused on providing teachers with ESL teaching strategies and approaches that will enhance overall classroom instruction, thus improving academic outcomes for all of the English Language Learners.

Date T.B.A.

Time: T.B.A.

Name of Provider: Santillana (Tentative)

Audience: All Teaching Staff

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

Part D: Parental Engagement Activities

Begin description here:

Rational:English As A Second Langugae Classes For Parents

Research supports the essential role that parents play in the development of children's academic success, however parents with limited English proficiency have difficulty supporting their children in their academic growth. We would like to offer parents with limited English proficiency English As A Second Langugae Classes. Learning English will support parents in feeling comfortable in participating in their child's education, increase student achievement of our English Langugae Learners, empower parents to make decisions for their children and increase parent invovement in the overall school community.

Schedule and Duration:

The English As A Second Language classes will be open to all ESL parents and will run one time a week for 10 weeks. The classes will be held between the hours of 4pm to 5pm on Wednesdays, beginning on Wednesday, January 7, 2015

Language of Instruction

The language of instruction will be in English however students will receive Spanish translation as needed.

Name of Provider:

We will have 2 certified ESL/ Bilingual teachers conducting the adult ESL classes

Topics To Be Covered:

Teachers will conduct the Adult ESL classes. Parents will learn English through reading, speaking, listening and writing activities and will be grouped for instruction based on their language proficiency. The curriculum will include how parents can navigate the Common Core Standards and Curriculum and provide homework help and study skills for their children.

Parent Notification

Letters and flyers will be used to notify parents about the Adult ESL classes. Additionally, we will be using the automated Robo calling system to send out additional reminders about the upcoming class meeting dates.

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 	_____	

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

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

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	114	1	18	28	0	7	1	0	0	143

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	114	1	18	28	0	7	1	0	0	143
Number of ELLs who have an alternate placement paraprofessional: <u>3</u>										

C. Home Language Breakdown and ELL Programs

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

*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	26	27	30	17	22	12								134
Chinese	1			1										2
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2	3		1	1								7
TOTAL	27	29	33	18	23	13	0	143						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	18	5	3	2	6	1								35
Intermediate(I)	5	17	8	5	6									41
Advanced (A)	25	9	16	13	4									67
Total	48	31	27	20	16	1	0	0	0	0	0	0	0	143

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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	11	9	1	0	21
4	10	5	0	0	15
5	11	4	1	0	16
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		7		5		1		16
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our school uses the Fountas and Pinnell Benchmark Assessment System to assess the literacy skills of all students. According to our school data from September 2013 (see below), many of our ELLs showed improvement in reading but are reading significantly below grade level.

Kindergarten-All ELLs are currently either pre-emergent or early emergent.

1st Grade-76% of ELLs are reading below grade level, 24% of ELLs are reading on grade level

2nd Grade-91% of ELLs are reading below grade level, 9% of ELLs are reading on grade level

3rd Grade- 58% of ELLs are reading below grade level, 24% are reading on grade level, 18% are reading above grade level

4th Grade-82% of ELLs are reading below grade level, 9% are reading on grade level, 9% are reading above grade level

5th Grade- 84% of ELLs are reading below grade level, 8% are reading on grade level, 8% are reading above grade level

This data will be used to assist teacher teams in planning reading instruction for ELLs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
NYSESLAT Data Patterns- Based on the 2013 NYSESLAT results, a majority of our students increased their proficiency level by at least one level. A small number of students either remained at the same proficiency level or went down by one level. Currently in our school, 54% of our ELLs are Advanced, 39% are Intermediate, and 7% are Beginners.
In 1st grade, 62% scored Advanced, 27% scored Intermediate, 11% scored Beginner on the 2013 NYSESLAT. When they first enrolled in our school in Kindergarten, most of them were Beginners. In 2nd Grade, 39% scored Advanced and 61% scored Intermediate. Although the majority of our 2nd Grade ELLs are Intermediate, most of them showed growth since they were at the Beginner Level in 1st Grade. In 3rd Grade, 75% of ELLs scored Advanced, 19% scored Intermediate, 6% scored Beginner. In 4th grade, 65% of ELLs scored Advanced, 29% scored Intermediate, and 6% scored Beginner. In 5th grade, 36% of ELLs scored Advanced, 55% of ELLs scored Intermediate, and 9% scored Beginner.
LAB-R Data Patterns- Based on the LAB-R administered to all new ELLs in September, 74% are Beginners and 26% are Advanced. This includes 25 Kindergarten ELLs, 3 ELLs in 1st grade, 1 ELL in 2nd, 3rd, and 5th grade, and 4 ELLs in 4th grade.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Our school uses data based on the NYSESLAT modalities to help teachers of ELLs plan accordingly for their students in literacy and other content areas. The AMAO tool is unavailable as of November 5, 2013.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. Based on the NYSESLAT exams, most of our ELLs are still in need of support in reading and writing. As for the NYS ELA and Math exams, most of the ELLs scored Level 1 or Level 2 on the exams taken in April 2013. The results also show that most ELLs scored better on the NYS Math exam. None of our students took the exam in their native language but native language glossaries were available during the Math exam.

b./c. Our school currently doesn't administer the ELL Periodic Assessment.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Our school uses data to determine whether a child is Tier I, Tier II, or Tier III. Students who are Tier III are receiving At-Risk SETSS. Students who are Tier II are receiving AIS services. Students who are Tier I in grades 2-5 will be using the Achieve 3000 program. Students who are the lowest third in Kindergarten and 1st Grade will be receiving AIS support during the last period every day.
6. How do you make sure that a child's second language development is considered in instructional decisions?
After a new admit is administered the LAB-R, if the child's native language is Spanish then the Spanish LAB is administered. This helps to determine their level of proficiency in Spanish in the four modalities. Students are asked to read a book and write a story in their native language. The results are shared with the classroom teacher to assist with instruction of the student.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Upon enrollment, parents are given the Home Language Identification Survey to fill out with our two certified ESL providers, Mr. Salama and Ms. Rodriguez. In order to accommodate parents in native language support during the intake process, parents are accompanied by a pedagogue throughout each step of the process in order to obtain accurate information on the HLIS as parents complete this form. Mr. Salama conducts informal oral interviews in English. Ms. Rodriguez conducts informal oral interviews in English and Spanish. If a parent speaks a language other than English and Spanish, we rely on family members who speak the native language and if necessary call the Translation & Interpretation office and request a translator. Based on the HLIS and the informal interview, Mr. Salama and Ms. Rodriguez determine a students' eligibility for LAB-R testing. If a student is eligible for testing, then the LAB-R is administered by Mr. Salama or Ms. Rodriguez in English within the first 10 days of enrollment. This assessment is used to determine the students' status as an English Language Learner and their eligibility to receive services. If a student doesn't pass the LAB-R, they are given the Spanish LAB if their HLIS indicates Spanish as their home language. Ms. Rodriguez administers the Spanish LAB.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Our school ensures that all parents of English Language Learners understand all three program choices (Transitional Bilingual Education, Dual Language, and Freestanding ESL). After parents fill out the Home Language Identification Survey, the ESL teachers determine a student's eligibility for ELL services. Within 10 days of enrollment, parents are notified of their child's ELL status. If a student is eligible for ELL services, the parents are sent an entitlement letter informing them of their child's eligibility in addition to the ELL programs brochure and an invitation to an ELL Parent Orientation.
During the Parent Orientation sessions, the ESL teachers confer with parents both collectively and individually to discuss the different ELL instructional programs offered in New York City. The Parent Orientation sessions are offered in the parents' preferred language. Prior to viewing the orientation video, the parents are given a brief introduction about CR Part 154 and the 3 program options available for their child. Parents are informed that bilingual classes are established at the school when 15 parents request the program across two grades. After the introduction, parents are given the opportunity to watch the orientation video in their preferred language. Parent Surveys and Program Selection forms are completed during the orientation to ensure their accuracy. Once all program selection forms have completed, they are sorted by program selection.
If it's shown that we have 15 or more parents across two grades that request bilingual, we send the parents from the previous year who requested bilingual education for their child a letter informing them of the possibility of opening a bilingual class.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
The ESL providers send entitlement letters to the parents whose child is eligible for ELL services in the parent's preferred language. During the Parent Orientation, the ESL providers give parents the Parent Surveys and Program Selection forms after the orientation video is shown. The forms are filled in by the parents and collected the same day to ensure all forms are filled out completely. For parents that are unable to attend the orientation, we give them the option to call the school so we can provide the information for them over the phone. They are sent the Parent Survey and Program Selection which are returned by the date indicated on their form. For parents who do not attend the orientation and/or don't return the Program Selection form, those students are defaulted into the bilingual program.
An ELL Documentation binder is kept by the ESL providers which includes copies of the following documentation: Home Language Identification Survey, Entitlement Letters, Non-Entitlement Letters, Parent Surveys, Parent Selection Forms, Placement Letters, Continued Entitlement Letters, and Non-Entitlement/Transition Letters. The binder is kept in a secure location.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
During the ELL Parent Orientation, the ESL providers consult with parents about the different programs offered. Parents are informed of the requirements of CR Part 154 and that if there are not enough students to form a Bilingual or Dual Language

program, they will have the option of transferring their child to another school within District 10 that offers these programs. Parents are also informed that if they choose to not transfer their child, the child will receive ESL instruction at our school. Once all Program Selection Forms have been returned, they are sorted by program selection. Then the program selection is entered on the ELPC screen in ATS. Currently, we offer a Freestanding ESL program. Parents receive a placement letter in the parent's preferred language.

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

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- Our program model is aligned with parent requests as the majority of our parents request free-standing ESL instruction for their children. As of November 8th, 42% of parents requested ESL, 32% requested TBE, and 21% requested Dual Language. Currently we have some parents who haven't made a program selection. We are reaching out to these parents to make a program choice for their child.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. Our school uses different organizational models for our English Language Learners. All English Language Learners in Kindergarten, 1st Grade, and 5th grade receive pull-out services. In 2nd grade, half of our ELLs are in a self-contained ESL class with a certified ESL teacher. The rest of the 2nd grade ELLs receive pull-out services. A majority of our ELLs in 3rd and 4th grade are in self-contained ESL classes which are taught by ESL certified teachers. Students that are not in those classes due to their IEP placement receive pull-out ESL services.
 - b. Students receiving pull-out services are placed in homogeneous and heterogeneous groupings depending on their need. Students in self-contained ESL classes are placed based on their grade. We use these program models so ELLs can receive their mandated number of instructional minutes.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

We currently have 5 certified ESL teachers teaching the ELLs in our school. 3 of our ESL teachers teach in self-contained classrooms. These students receive ELA and ESL instruction throughout the school day in all disciplines. Our two other ESL teachers provide pull out ESL instruction. Beginner and Intermediate students receive 360 minutes of ESL instruction each week. Advanced students receive 180 minutes of ESL instruction each week.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content area instruction is driven by student data collected by various assessment tools. The ESL program at our school is content-based. ELLs not in self-contained ESL classes receive ESL instruction outside their classes (pull-out model) through content in small groups. Classroom teachers and ESL teachers plan their instruction cooperatively with emphasis on students' linguistics and cognitive needs. As an intrinsic part of ELL instruction, context plays a vital role in making content comprehensible for English Language Learners. Through cooperative planning, student data, carefully selected materials, and age and level appropriate texts, student learning is geared toward meaningful activities that connect their learning to real life.

Our self-contained ESL teachers use content area programs which are aligned to the Common Core Learning Standards. For reading and writing, we use the Teachers College Reading and Writing Program. For Word Study, our teachers use Pearson's Words Their Way. Houghton Mifflin Harcourt's Go Math is used for Math. This program has different components for ELLs such as bilingual math boards, bilingual glossaries, and an ELL activity guide. The FOSS program is used for Science. This program provides online components, many visual aids, and materials in Spanish.

Currently our pull-out ESL teachers use components of the Teachers College program to provide support to ELLs throughout the various units of study. In addition, to students who are reading below grade level, our pull-out ESL teachers use the Fountas and Pinnell Leveled Literacy Intervention Program to help improve a student's reading level. For Word Study, our pull-out ESL teachers use Pearson's Words Their Way with English Learners. Native Language materials for the languages represented in PS 386 are available within classroom libraries and in the ESL classroom. Native Language materials continue to be added as funds become available.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

All new students whose native language is Spanish are given the Spanish LAB to test the level of proficiency in Spanish. In addition, students are asked to read stories in Spanish that are at different grade levels to test comprehension.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Various times throughout the year, students are administered reading and writing assessments to show how much progress has been made during the year. Our students are administered the Fountas and Pinnell Reading Assessment 5 times a year. Formal writing assessments are administered 3 times a year. In addition, informal assessments and observations are conducted to show progress in listening and speaking.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).

e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

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

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

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

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

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

During Grade Team meetings, teachers of ELL-SWDs discuss student progress. A student's IEP is reviewed. If a student needs a change in program, it will be changed to what is best for the student. Based on last school year's ELA and Math scores, we discovered that most of our ELL-SWDs were in the lowest third group. These students will be receiving additional academic support in order to improve. Scheduling takes place through consultation between classroom teachers and service providers to avoid scheduling conflicts. ELL-SWDs receive instruction within the classroom alongside monolingual and general education students within the least restrictive environment. We have ELL-SWDs in ICT and Self-Contained classes in various grades. When reviewing a student's IEP, administrators, teachers, and parents/guardians discuss which program is best for the student. If a student benefits from a smaller class, then Self-Contained is recommended. If a student would benefit from having 2 teachers in the classroom with general education students, then ICT is recommended.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

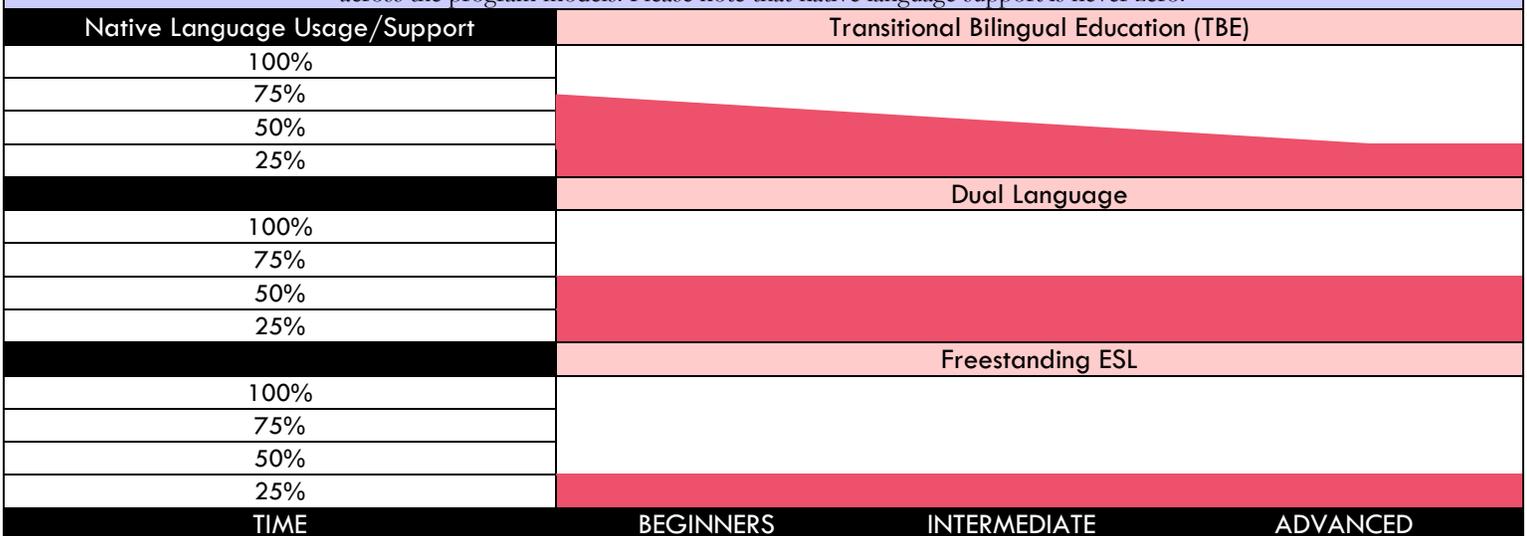
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable

C. Professional Development and Support for School Staff

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

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

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

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

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

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

December 19- Common Core Supports and Resources (NYCDOE)

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

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

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

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

D. Parental Involvement

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

E. Additional Information

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

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

Part VI: LAP Assurances

School Name: PS 386x

School DBN: 10X386

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10X386 School Name: School for Environmental Citizenship

Cluster: 6 Network: 606

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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