



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	07X385
School Name:	PERFORMANCE SCHOOL
Principal:	KIMBERLY SHELLEY

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 385 Performance School School Number (DBN): 07X385
Grades Served: 5
School Address: 750 Concourse Village West Bronx New York 10451
Phone Number: 718- 282 -5070 Fax: 718- 292 -5071
School Contact Person: Ms. Kimberly Shelley Email Address: kshelle@schools.nyc.gov
Principal: Ms. Kimberly Shelley
UFT Chapter Leader: Ms. Hanifa Chambers
Parents' Association President: Amelia Pedrosa
SLT Chairperson: Zenja Murrell
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Florencia Morales
Student Representative(s):

District Information

District: 7 Superintendent: Ms. Yolanda Torres
Superintendent's Office Address: 501 Courtlandt Avenue, Room 102, Bronx NY 10451
Superintendent's Email Address: Ytorres5@schools.nyc.gov
Phone Number: 718 -742 -6500 Fax: 718-742-6548

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
1230 Zerega Ave Bronx, NY 10462/1 Fordham Plaza, Bronx, NY
Director's Office Address: 10458
Director's Email Address: JRuiz2@schools.nyc.gov
Phone Number: 718-828-7776/718-741-8895 Fax: 718-828-6280

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 that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Ms. Kimberly Shelley	*Principal or Designee	
Ms. Hanifa Chambers	*UFT Chapter Leader or Designee	
Amelia Pedrosa	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Florencia Morales	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

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

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The Performance School is an elementary school in the final year of "Phase-Out" scheduled for closure June 2016. The registry projection for school year 2015-16 is 68 students in grade 5. The school population comprises 36% Black, 54% Hispanic, and 0% White students. The student body includes 21% English language learners and 41% special education students. Boys account for 63% of the students enrolled and girls account for 37%. The average attendance rate for the school year 2014-2015 was 92.1%. The pedagogues are comprised of veteran teachers, ATR's and substitutes. There are 18 paraprofessionals that will cater to the varied levels of support for students in and out of the classroom. The school is a co-located space with four additional schools and limited shared space for students and staff to co-exist. The students are from a diverse population of culture and learning backgrounds. According to 2013-14 state exams our students are performing below the city and state level in ELA and Math.

The Performance schools mission to provide students with 21st century standard based education that prepares them for academically and engaging experiences using their curiosity, inquiry, critical thinking and problem solving skills to foster a love for learning. Our instructional focus for the 2015-16 school years will be critical thinking questions with a focus on student discourse across the subjects. Our problem of practice will be student engagement.

The Performance school will serve 22 ELLs in our school, 9 newcomers (0-3 years) in the system, 13 developing ELLs, and 8 ELL students with disabilities and 1 SIFE student. Out of 22 students 21 students' home language is Spanish and one student's home language is Soninke. As a result of NYSELAT and NYSITELL assessments, 9 students on grades 4 and 5 are on entering level; two students are on emerging level; five students are on transitioning level; six students are on advanced level and four are on commanding level. Based on these results, we differentiate the strategies and instruction and provide them with the mandated number of units based on their level. All of these students are serviced in a freestanding ENL Program predominantly with a push-in model.

Presently it is projected that 28 students with IEPs will be returning to our school as 5th graders for the 2015-2016 school year:

- Twelve students will be in a 12:1,
- Eight will be in a 12:1:1
- Eight students will be in a general education class with support services
- Four will receive SETSS and other related services
- One will receive counseling
- Three students will have Speech & Language support.
- Nine IEP Paraprofessionals will be utilized and one classroom paraprofessional will be needed to for the 2014-2015 academic year.

Disability Classification break-down for the 28 students is as follows:

- Learning Disability: 16
- Speech and Language: 5
- Other Health Impairment: 2
- Orthopedic Impairment: 2
- Emotional Disturbance: 2
- Intellectual Disability: 1

The plan is to support these students academically with instructional supports and modified curriculums to meet their individual needs. Students IEP's goals will drive their small instruction in the areas of ELA and Math with a focus on fluency. RTI strategies will be incorporated into a multi-tier approach to address the students various needs and create flexible grouping to tier 1, tier 2, tier 3. Identified students will be pulled out for related services or SETSS for direct and indirect instruction. Teachers will collaborate to ensure coherence and analyze data on a weekly basis. The students will be informed of their progress and next steps by scheduled conferencing with parents and other providers.

Performance School collaborations and SIG partnerships include:

Counseling in Schools - Counseling In Schools (CIS) is the partner organization that has been providing counseling services to the P.S. 385 community since the program implementation in January 2014 through the present. Counseling In Schools is a community based organization that supports at- risk students by providing quality counseling services in New York City public schools and community settings. Through the work of more than 100 clinical psychologists, art therapists and licensed social workers, CIS helps children develop the social and emotional skills needed to thrive in schools and in their communities.

Counseling in Schools supports P.S. 385 through the provision of services to both students and staff. Individual, small group and/or family sessions with students are provided to address the needs of students who are consistently unable to adhere to classroom and/or school community norms. Students are identified through referrals by school designated staff. The counseling support provided offers both a classroom push in and pull out modality. In this manner, the outcome of the student/ teacher relationship, and the relationship of the student to the classroom community, has fully supported student engagement and student academic progress. The provision of counseling will adhere to the school's plans to address its culture to set the conditions which will significantly advance the educational outcomes of its student body.

The provision of counseling services at P.S. 385 is aimed to address the needs of students who are consistently unable to adhere to classroom and/or school community norms. Individual counseling and behavior management techniques are utilized to address these challenging behaviors presented by students within the school community. In addition, classroom support in a push-in/ pull-out modality is also utilized to support teaching staff and give individualized attention to students as needed. Through the aforementioned efforts, the outcome of the student/ teacher relationship and the relationship of the student to the classroom/ school community is anticipated to improve. Improvement is also anticipated in the decrease in behavioral incidents in the class setting and improvement in parent engagement for the students enrolled in the program.

Program staffs meet with their Program Director on a monthly basis to discuss areas in need of change. In addition, the CIS Program Director and/ or Program Manager have ongoing communication with the school principal and meet to review program progress on a scheduled basis as well.

- Brienza Academic Advantage- Brienza Academic Advantage is an educational service provider who will support the school in the areas of professional learning, ELT, parent engagement, assessment of teacher effectiveness and administrative leadership. For the professional staff and parents, this will be achieved by designing teacher workshops for the weekly mandated professional learning time, informal walkthroughs of the instructional program with an emphasis on systems and structures, parent workshops to encourage parent involvement and providing support to administration. Additional academic support will be provided to students in the areas of ELA and Math as part of the extended learning time. The latter will include blended learning programs and other curriculum supplements.
- Bronx Arts Ensemble will provide exposure to the arts through music, dance and theater. The Bronx Arts Ensemble (BAE) is a professional performance ensemble with a year-round schedule of chamber music and orchestral concerts, as well as special programs for families and a full arts-in-education program for schools.
- The partnership will serve and enrich the schools cultural environment of the diverse communities, providing music education and performances of the highest professional standard to our fifth graders.
- Assemblies and special musical theater programs will be presented four times for the school year .An emphasis of dancing and learning instruments in cultural music and performance will be a major component of the program.
- Generation Ready will provide support to teachers in lesson planning to increase academic rigor and student achievement. Generation Ready will visit classes on a rotational basis to support teachers through modeling lessons, co-planning and providing feedback. Consultants will document services through support logs to teachers and administrations to inform next instructional steps.

07X385 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	04,05	Total Enrollment	143	SIG Recipient	YES
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		92.6%	% Attendance Rate		90.4%
% Free Lunch		93.9%	% Reduced Lunch		4.3%
% Limited English Proficient		18.2%	% Students with Disabilities		36.4%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		N/A	% Black or African American		36.8%
% Hispanic or Latino		62.3%	% Asian or Native Hawaiian/Pacific Islander		0.4%
% White		0.4%	% Multi-Racial		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		1.29	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)		4.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.2%	Average Teacher Absences (2013-14)		8.14
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		6.0%	Mathematics Performance at levels 3 & 4		9.5%
Science Performance at levels 3 & 4 (4th Grade)		53.6%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate		N/A			
Overall NYSED Accountability Status (2014-15)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		
Priority School		X			
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		NO			
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 – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	I
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	I
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	I
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. <p>Upon reflection on our HEDI ratings of developing and ineffective in Tenet 3 and feedback obtained from the IIT and Quality Review visits, the administrative cabinet has refined the 2015-16 SCEP goals to reflect the framework for Great Schools which will provide a robust collaborative focus to improve student achievement and increase learning opportunities. The school leadership placed specific emphasis on developing and implementing curricula adjustments aligned to feedback from the IIT visit to address the specific needs of our student sub-groups.</p> <p>Strengths:</p> <ul style="list-style-type: none"> Teachers plan lessons that are aligned to the CCLS and instructional shifts CCL standards are predominantly displayed with the lesson objective to provide students with performance tasks that are centered on these shifts. Students with disabilities and ELLs are provided with a variety of resources and research-based approaches, such as 100 book challenge, Achieve 3000, MYON, Counseling in Schools, and at-risk services. 		

- Teachers meet with consultants and administration every week to assess student work and plan for instruction in order to ensure

that instruction is coherent and that expectations are set for students to achieve to the best of their ability.

- Teachers will follow a cycle of data collection to ensure that student needs are addressed in a timely fashion.
- Concrete professional learning plan based on our SCEP goals.
- Support is provided to the teachers by the pedagogical coaches through inter class visitations, grade and individual meetings and professional learning. Consultants from Generation Ready, TEQ and CITE work closely with the teachers to ensure that lessons are rigorous, engaging and common core aligned.
- The school uses the Go Math curriculum for math and the Ready Gen curriculum for ELA as guides to direct instruction but supports and modifies these curriculums with auxiliary materials.
- All teachers were provided with the assessment and professional learning calendars for the entire year.

In 2015-16 the school will take the following steps:

Needs:

- PLCs to address the various student sub-groups.
- Teachers need to collaboratively develop unit plans for ELA and Math to reflect the needs of all learners in their classroom.
- Students will develop ELA and Math SMART goals with the support of their teachers to ensure ownership of their learning.
- Teachers were made aware of the importance of tracking and using data to drive instruction through grade level meetings and beginning of year professional development sessions.
- Teachers will meet monthly with the Principal to conduct data dives and analyze student progress and monitoring.
- Students need to meet individually with their teacher to revise SMART goals based on the formative and summative data from their individual ELA and Math assessment.
- The school will develop a comprehensive interdisciplinary plan to ensure student exposure to the arts, technology and other enrichment programs.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers across the grade and subjects will address varied student levels and increase student academic progress in identified areas by modifying the curriculum and implementing a variety of instructional strategies as measured by student performance on State tests, end of the month student work products, end of the unit assessments and other assessments aligned with CCLS units.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<ul style="list-style-type: none"> • Professional Learning will be provided for all teachers the focus of which will be modifying curriculum, designing authentic assessments aligned with CCLS, data inquiry, and nurture a variety of instructional strategies. • The 100 Book Challenge reading program will be implemented daily to support on level independent reading for students which will be assessed by the teacher on a bi-weekly basis. • Achieve 3000 blended program will be assigned to students on their independent reading level to support critical thinking and build reading strategies. 	<p>All Teachers</p>	<p>September 2015- June 2016</p>	<p>Principal, Teacher Leaders and outside Consultants</p>
<ul style="list-style-type: none"> • RTI is a multi-tier approach to the early identification and support of students with learning and behavior needs. RTI will be implemented in all classrooms for all learners in which interventions will be provided at increasing levels of intensity. To accelerate their rate of their learning. • AIS will be provided to the lowest third on a 6 week rotational cycle during literacy to support development of reading and writing strategies. • The Mind Play instructional phonics program for ELL’s and SWD’s will be embedded into the daily reading block to provide differentiation to those students. • The Myon blended program high interest digital library of various genres will be provided to students to build reading stamina and interest to support student reading at home. 	<p>Students</p>	<p>September 2015- June 2016</p>	<p>Principal, Teacher Leaders</p>

<ul style="list-style-type: none"> • Parent workshops will be provided monthly to introduce and train the parents around the blended programs that are being used in school by students to ensure a home school connection, CCLS workshops to support families understanding of the instructional expectations. 	Students	September 2015- June 2016	Principal, Teacher Leaders
<ul style="list-style-type: none"> • The cycle of data inquiry process will be implemented weekly for all teachers to analyze student’s areas of need using Mastery Connect Data System. 	Students	September 2015- June 2016	Principal, Teachers, Teacher Leaders

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Outside consultants will be contracted to support professional development, teacher effectiveness and administrative functioning. • Set aside 12 per diem days to hire subs so that classroom teachers can engage in classroom / school inter-visitations. • Purchase professional texts for teacher study groups. • Incorporate blended programs purchased to supplement curriculum in ELA and Math. • Purchase additional materials and resources for parent workshops. • Schedule common planning during the second half of the 100 minutes of professional. 											
Part 4b. 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 SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
<ul style="list-style-type: none"> • By the end of January 2016 teachers will administer a mid- point benchmark assessment in ELA and Math aligned to the previous taught CCLS standards to evaluate progress. • Midyear meeting with teachers to review their effectiveness with regards to their implementation of varied instructional strategies, ability to modify curriculum, develop student assessments aligned to CCLS, and incorporate varied instructional strategies as evidenced by observations, snapshots and data dives to evaluate student work products. • Outside consultants will provide informal feedback on a bi-weekly basis to teachers and administration to as an outgrowth of informal classroom visits aligned with the identified goals. • Parents will be provided opportunities via the SLT, PTA, and meeting with outside consultants to discuss their assessment of the schools efforts with regards to the implementation of the identified goals. 										

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	I
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	I
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	I
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	I

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 element of the Framework for Great Schools 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 trends and sources.

Through reflection on our OORS report and feedback from the IIT and QR visits it has become evident that the majority of incidents in our school are occurring after lunch and recess. It is imperative that we implement a consistent set of school wide procedures, rituals, routines and expectations to decrease the number in incidents in the classrooms after lunch; which have a direct correlation to situations that begin in the lunch room. We feel that by establishing rituals and routines that highlight the importance of positive behavior throughout the entire school day and reward and recognize students for making positive behavioral changes and decisions, we will reduce the number of incidents occurring in the classrooms after the lunch period. By establishing a culture for learning and success through a positive behavior monitoring system we will implement school wide change toward the positive.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 the school will have in place improved systems and supports designed to nurture increased collaboration among the various school constituents and supports for both students, parents and staff, an improved understanding of the school’s vision and goals among all members of the school community, and a specific data inquiry process designed to improve student academic achievement as well as student social and emotional growth aligned with curriculum.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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). • Engaging families and expanding their understanding of a supportive environment in order to support their children at home. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>A daily positive culture building morning meeting routine will be established school wide and led by the principal or a designee to signify the importance of starting the day off on the correct tone – the morning routine will include our school motto, shout outs to classes for various achievements and character development quotes.</p> <p>School will implement and follow a calendar of monthly student, teacher and parent recognition ceremonies to celebrate achievements.</p>	<p>All students, teachers, Parents</p>	<p>Every morning for approximately 3 – 5 minutes. September 2015 – June 2016</p>	<p>Principal, teachers, para professionals, school aides.</p>
<p>Lunch activities; board games, book clubs, arts programs, technology programs, sports, crafts; will be organized for all students to promote social emotional growth in order to promote positive student interactions.</p>	<p>All students</p>	<p>Lunch Period. September 2015 – June 2016</p>	<p>School Aides, para professionals, parent volunteers, administration</p>
<p>Hallway expectations and procedures will be established for all classes to ensure smooth transitions from lunch to class. After lunch procedures will be implemented to allow calming time after students return to class – engaging read aloud, calming music.</p>	<p>All students</p>	<p>September 2015 – June 2016</p>	<p>Classroom teachers, school aides, para professionals</p>
<p>School will develop and follow one positive behavior modification and monitoring system that will be followed by all.</p>	<p>All staff and students</p>	<p>September 2015 – June 2016</p>	<p>Principal, key teacher leaders, classroom teachers</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Positive behavior reinforcement materials and awards will be purchased for monthly assemblies.

- Materials will be purchased for games and activities at lunch time.
- 5 per diem days to hire subs so that classroom teachers can engage in training.
- Support of counselors to assist in reinforcing positive behavior modification program.
- Materials and resources for parent workshops to ensure whole school collaboration in improving student behavior and outcomes.

Part 4b. 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 SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Administration will track status of incidents by tracking the number of OORS reports entered in the system. Administration will evaluate reports on a bi monthly basis and will keep teachers and all stake holders informed of the progress the school is making in decreasing OORS incidents in the school.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	I
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	I
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	I
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	I
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools 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 trends and sources. 		
Upon reflection on the Quality Review and ITT feedback it is evident that systems and structures need to be in place which nurture increased collaborations among the professional staff to revise, assess and monitor curriculum, lesson plans, instructional practices, and assessments in order to ensure alignment with, and incorporation of CCLS for the purpose of nurturing a common commitment among all stakeholders (Professional Staff, Parents and Students) in our educational community to address the varied experiences, strengths and needs among them.		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016, teachers will participate in 3 lesson study cycles to design and implement lessons that are rigorous and differentiated to meet the needs of all learners with a particular focus on the development and utilization of higher order thinking questions as measured by DOK rubric.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Teachers will meet to design lessons and plan for instruction for three lesson study cycles throughout the year. Teachers will work as one team to plan differentiated lessons with a focus on questioning and critical thinking skills. Teachers will collaborate across specialties and curriculum to ensure that there is synchronization between the learning in all classrooms.</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Principal, Consultants, Teacher leaders</p>
<p>Teachers will share lesson plans and review each other’s lesson plans for the lesson study cycles via email and will build on each other’s work around the area of H.O.T. questioning by providing feedback and support to the teacher who will demonstrate the lesson.</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Principal Consultants, Teacher leaders ,</p>
<p>The principal will sit in on the planning sessions for the lesson study and will provide constructive feedback to the teachers around the area of planning higher order thinking questions.</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Principal, Consultants, Teacher leaders</p>
<p>Consultants will provide support to all pedagogues in our school community through meetings; informal feedback on instructional practices and lesson planning, lesson demonstrations and team teaching; bringing practical, hands-on experience to the consultancy work and the evolving initiatives around the CCLS.</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Consultants</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Opportunities will be scheduled to allow teachers the time to develop their craft and build their knowledge base. • Professional texts will be purchased to train teachers around developing higher order thinking questions and differentiation. • Consultants will be hired to provide professional learning, in class demonstrations and guided support.

- 2 per diem days to hire subs so that classroom teachers can engage interschool and interclass visitations.
- Teachers will be paid 6 per session hours per lesson study cycle to stay to plan and collaborate on the lesson across areas of expertise.

Part 4b. 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 SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In the second lesson study cycle teachers will be asked to track the number of H.O.T. questions asked and to note the responses of the students to evaluate the quality of the questioning. Students will be asked to complete an exit slip and this will be used to assess quality of instruction based on student responses via a rubric. The summary of this data will be used to drive the instruction in the third lesson study cycle.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	I
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	I
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>Based on the feedback from the ITT and QR reports the principal will create new and improved systems and structures to be implemented and shared throughout the school community to ensure transparency and communication among all stakeholders.</p> <ul style="list-style-type: none"> Monthly parent newsletter Daily staff Teacher Times Kinvolved student attendance phone blast tracker 		

Part 2 – Annual Goal

<p>Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, revised systems and structures will be in place to improve communication throughout the school community (parents, teachers and students) in all areas, providing timely and meaningful feedback with regard to</p>

teacher effectiveness, monitoring of student data and alignment with instructional practices, and use and allocation of fiscal resources to support the instructional program.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)
Design and implement a system of checks and balances to ensure that parents receive all manners of communication with regard to student’s performance and social emotional development.	All Teachers, Parents	September 15 – June 15	Principal
Design and implement an on-going, timely and specific schedule of formal and informal classroom observations for the purpose of providing more frequent monitoring and feedback with regard to instructional practices and teacher effectiveness.	All Students	September 15 – June 15	Principal, Teachers
Provide opportunities for teachers, parents, and students to become leaders in the school community through meaningful interactions and experiences.	All Teachers, Parents	September 15 – June 15	Principal, Teachers
To sharpen administrative expertise in the areas of fiscal management and allocations of funds to support the instructional program as well as administrative functioning and decision making.	All Teachers	September 15 – June 15	Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E

	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Teachers will be required to submit to the principal a log of their parent engagement scheduled on Tuesday’s as required under UFT contract.
- Regular scheduled visits and appointments for feedback will be published on a weekly basis. Teachers will be encouraged to accompany the Principal or consultant on such informal classroom visits for the purpose of developing peer to peer support and leadership.
- Time will be set aside with the consultant and District representatives for the purpose of reviewing the schools Galaxy budget.
- The consultants and district will be invited to provide feedback regarding proposed and intended initiatives and programs for the purpose of sharpening the administration’s expertise with regard to decisions.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	I
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	I
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
Based on feedback from ITT, Quality Review visits and staff collaboration.		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, the school will work in a collaborative partnership with families and community organizations as measured by a 10% increase in parent attendance.</p>

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)
The Performance School will hold two 5 week sessions of Parent Academy to engage families in activities that can help build student success in Literacy and Mathematics. Parents will learn about CCLS, blended programs provided for student achievement, Math and ELA State Assessments, on line resources to support families at home.	Parents	September 2015-June 2016	Principal, teachers, para professionals, school aides.
Parent surveys will be provided to each family during the September open school night to assess their availability to attend workshops, areas of interests, needs and concerns. P.S. 385 will create a schedule of parent workshops/classes to support the facilitation of the Parent University at varying times to meet the needs that parents voice in the surveys.	Parents	September 2015-June 2016	Principal, teachers, para professionals, school aides.
To increase parent involvement and stronger community ties P.S. 385 will work in collaboration with the PTA to elect a class parent for each class to serve as a liaison between administration and the PTA members in an effort to build parent and teacher relations.	Parents	September 2015-June 2016	Principal, teachers, para professionals, school aides.
The principal will host a “Bragging About Performance School Breakfast” for parents each month to communicate and celebrate the schools instructional priorities and student excellence.	Parents	September 2015-June 2016	Principal, teachers, para professionals, school aides.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Consultants will be hired to facilitate parent workshops around the CCLS, NYS testing, Collaborative Partnerships and support for students. • Lead teachers will work per session to provide workshops to parents in the evening.

- Parent guides will be purchased to be used throughout the year to reference District 7 and the Chancellor's initiatives.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III	X	PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Parent attendance and participation will be monitored and tracked at parent conferences, Breakfast with the Principal, assemblies, Parent Academy, and Parent engagement. Parent will receive exit slips to fill out after workshops to support the collaborative relationships with parents.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environment, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, Math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
In consultation with the Principal at PS 385X, the Brienza program will include direct tutoring, skills mastery for test preparation, Technology and STEM. Instruction will include strategies on how to learn: creating acronyms to help students learn the steps to solve problems; how to “map out” problems by having students carefully read them, underline key words, and determine what needs to be solved. Other strategies involve learning by estimating; applying problem-solving steps to different problems; using strategies modeled by the instructor; preparing outlines for written work; learning terms such as compare and contrast; reviewing and editing one’s work; comparing past and current assignments and problems; learning about resources that support and help in understanding content, and reviewing answers. Brienza’s strategic tutoring will improve student performances on quizzes and tests in general education classes; skill levels in math, reading, and written expression; and knowledge of cognitive and metacognitive strategies.”

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
Performance parents will be invited to school in September for an open house which representatives from Brienza Academic Advantage will speak about the program and how it will be designed to support their children in regards to their academic, social and emotional growth. Permission slips will be available that evening for parents to enroll students in the ELT program. Parents who fail to attend the meeting will be contacted by classroom teachers during parent engagement time set aside on Tuesday’s. The staff will monitor student participation throughout the school year to monitor and ensure student attendance is consistent.				

Part 3 – ELT Program Description

Target Population: The ELT program will be offered to all students in the school , with the goal of serving a minimum of fifty percent of students.
Describe how the school will meet the following SED requirements for an ELT program in a Priority School: <ul style="list-style-type: none"> • Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging. • Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduce risk for retention or drop out, and increase the likelihood of graduation. • Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting. • Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.

- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.
- Engage in outreach activities made to families.

Brienza’s curriculum uses these strategies as our tutoring activities, including the following:

- **Setting goals for students** : Goal-setting establishes a direction for learning, it allows students to know what to focus on, and provides feedback on what they have accomplished. Goals should be coordinated with students’ classroom activities.
- **Encouraging student effort by providing recognition and reinforcement** : Effective teachers encourage and reward students’ efforts into the task they are completing. Students are encouraged and understand the principle that their work efforts will yield positive results.
- **Incorporating cooperative learning**: Students work together in small group activities as an important tool to enhance learning and motivation.
- **Instructional Plan**. Once the groups are established, our program teacher will construct a plan for each group that will incorporate the needs of each of the students in the group. Consistent with the differentiated instruction model, groups will contain tiered assignments, which will address students’ individual needs, and group assignments, which will promote teamwork and collaboration. To the extent possible, the plan will incorporate State learning standard activities covered on the students’ grade level.
- **Instructional Sessions**. Our program teachers will lead small group sessions for participating students. These sessions will take place either before, during, or after the school day, and at times chosen by the school leadership. Correspondence regarding the student’s progress will be provided to parents. Each student will receive approximately 80 hours of targeted instruction in the content areas chosen, depending upon the school’s choice of program length.
- **Collaborative teacher meetings**. Afterschool support will meet with teachers on a bi-weekly basis to review curriculum and instructional strategies.

Since there will be variation in each small group regarding educational weaknesses and needs, our program teacher may use a variety of instructional strategies as appropriate: individualized instruction; differentiated instruction; multiple opportunities for learning in ways most effective for each student; breaking tasks down into small steps; and the use of manipulatives and other additional materials as additional resources. Brienza’s experienced teachers will focus on skill building, motivating students, drawing on students’ interests, providing structure, and introducing learning strategies.

During the course of the program, a copy of each individual learning plan and progress report will be provided to the principal. Progress reports will highlight the attainment of goals achieved and areas in need of improvement. In addition, individual learning plans and progress reports will be sent to the students’ parents. Parents are encouraged to schedule an appointment with the Brienza teacher during scheduled school parent-teacher conferences to discuss their child’s progress. Should the need arise; Brienza’s site supervisors are also available to provide assistance to parents during instructional sessions.

Part 4 – ELT Program Implementation and Oversight

Part 4a. Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

• The Principal and/or a designee will oversee the ELT program. Implementation will be done by Brienza highly qualified teachers. The program will be evaluated by the following: **Pre and Post assessments**. Once students are selected, our program teachers will administer a diagnostic exam (pre-test) to all participating students. Brienza will use a nationally normed test, which is aligned with the Common Core Learning Standards. These diagnostic scores will serve as a base upon which the child’s academic achievement will be measured. Test scores will be available to the principal, teacher, the parents, and the student during the course of the program. These test scores will also serve as one of the evaluation tools to determine both student and program effectiveness.

Part 4b. Timeline for implementation and completion, including start and end dates.

The program will begin in September 2015 and will end in May 2015.

Part 5 – ELT Budget and Resource Alignment

Part 5a. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Brienza will meet with students two days a week after school for two hours. Brienza’s Teachers will provide all curriculum materials necessary for successful implementation and delivery of the program as well as communication with parents to monitor student progress.

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.

Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

	21st Century	X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 6 – ELT Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

During the course of the program, a copy of each individual learning plan and progress report will be provided to the principal. Progress reports will highlight the attainment of goals achieved and areas in need of improvement. In addition, individual learning plans and progress reports will be sent to the students’ parents. Parents are encouraged to schedule an appointment with the Brienza teacher during scheduled school parent-teacher conferences to discuss their child’s progress. Should the need arise; Brienza’s site supervisors are also available to provide assistance to parents during instructional sessions.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 7: 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)	NYS ELA Assessment (level 1 and low level 2)	100 Book Challenge reading program	Small group	During the school day
Mathematics	NYS Math Assessment (level 1 and low level 2)	Go Math Intervention Strategies	Small group	During the school day
Science	NYS Science Assessment (level 1 and low level 2)	New York Science Scope and Sequence	Small group	During the school day
Social Studies	N/A	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	I.E.P. and identified at-risk students	Character Education	Small group and individual	During the School day

Section 8: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- 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.
Due to the phase out status, there is no recruitment of new staff. The majority of staff presently has been in the school for an average of 12 years. Based on seniority, the school community will excess 8 key teachers which will leave five teachers to support grade 5. In the fall, the school will be comprised of two general education classes and two self –contained (12:1) (12:1:1) Assignments will be based on license and key areas of strength. There will be 9 IEP para’s and 1 classroom para to support our students with special needs. Flexible scheduling will be provided to ensure that IEP’s are met and students will receives services due to them. The school will need to replace the services of an ELL teacher who is retiring.
Professional development will be provided to all staff by consultants, district representatives and teacher leaders around the Chancellor’s Framework, Core Curriculum, CCLS and the RTI curriculum.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
High quality professional development will be provided during the weekly 100 minutes of professional development, weekly classroom inter-visitations and study groups. Professional learning will be scheduled to reinforce the elements of the Chancellor’s Framework, CCLS performance task and RTI social and emotional component. Principal will engage in district professional learning, inter-visitations and district walkthrough. Based on feedback from the ITT the decision has been made to make the inquiry process a key component of our learning to ensure that teachers are reflecting on current data, trends, student work and school wide goals to enhance student performance through a cycle of data.

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/information, early intervention services, etc.).

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

In September, teachers will meet to review the MOSL selections to reach a consensus for the MOSL that will be best for our students and teachers. The principal will form a committee of teachers to meet and discuss the data from the prior year state test; to look at student work and areas of growth and make a determination as to the best course of action for our school. The principal will formulate a schedule of when and how the MOSL assessments will be administered to our students and will call on the committee meet on a periodic basis to ensure that the MOSL is being administered correctly.

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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	163,151.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			

Title II, Part A	Federal	236,645.00		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	545,782.00		

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):** To 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:** To 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 an 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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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) P.S. 385 Performance School

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Performance **X385**, 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. **Performance X385 School** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

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

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

School-Parent Compact (SPC) Template

Performance X385 , 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 on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>22</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

Part C: Professional Development

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

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

Begin description here: Professional development is an essential component of enhancing the quality of ELL instruction. P.S. 385 plans to offer a varied professional development program of instructional support to teachers as well as paraprofessionals who will provide differentiated instruction to ELL students. After school professional learning series will provide teachers the opportunity to learn best practices to support the academic language development needs of English Language Learners. The participants will use Teach like a Champion by Doug Lemov to enhance the quality of their instruction by using practical methods and strategies that would allow them to enrich students' learning. Professional learning series will focus on development of language objectives, methods for scaffolding instruction, CR Part 154 compliance, providing multiple entry points via strategic grouping and differentiation, and analyzing modality assessment results. Applying these specific strategies will help teachers enhance ELL students' reading and writing skills. Teachers will meet for two hours, twice a month. Generation Ready consultants will support teachers within ELA and Math. These professional learning opportunities will be

Part C: Professional Development

facilitated by Network 607 consultants, administration, instructional coaches and our ELL teacher. The ELL teacher will also attend Network and/or Citywide professional development.

SCHEDULE OF PROFESSIONAL DEVELOPMENT FOR TEACHERS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

-
-
-
-

Part D: Parental Engagement Activities

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

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

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

PS 385X will provide parents with Parent Involvement workshops to assist them to become active participants in their children’s education. The school will offer Performance Family Academy for parents.

Part D: Parental Engagement Activities

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

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

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

- Scheduled Meetings

- 9/30/14 - Breakfast with the Principal

- Fall 2014, Spring 2015 - Parent Academy

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

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

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

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

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

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

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

-

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Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials	_____	_____

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.
<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	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 7	Borough Bronx	School Number 385
School Name The Performance School		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Kimberly Shelley	Assistant Principal type here
Coach Ms. Long	Coach type here
ENL (English as a New Language)/Bilingual Teacher Victor Rodriguez	School Counselor Ms. Valentin
Teacher/Subject Area	Parent
Teacher/Subject Area type here	Parent Coordinator N/A
Related-Service Provider Ms. Cano	Borough Field Support Center Staff Member Ms. S. Diaz
Superintendent Ms. E. Alvarez	Other (Name and Title) Adella Florius-Secretary

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	60	Total number of ELLs	9	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education						0								0
Dual Language						0								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities
SIFE		Developing ELLs (ELLs receiving service 4-6 years)		Long-Term (ELLs receiving service 7 or more years)

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	5			4						0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

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								0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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						9								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)						1								0
Emerging (Low Intermediate)						4								0
Transitioning (High Intermediate)						0								0
Expanding (Advanced)						4								0
Commanding (Proficient)						4								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total						4								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total						0								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	9				0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5	9								0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 The assessment tools used to assess the early literacy skills of the ELL population at P.S. 385 are the Performance Series online (Reading and Writing) as well as the Teacher's College Running Records Assessment. Based on the Performance Series October 2015 assessment, our ELLs population scored far below in reading and writing. The observable trends are: Print motivation / awareness-on grade level, letter knowledge-on grade level, phonologic awareness-on grade level, narrative skills-below grade level, informational writing and content vocabulary-below grade level.
 Instruction will be supported by data driven assessments that are based on the results, along with the teacher's observations and conferencing with students. Flexible grouping and clearly defined learning centers in the classroom will support exploration and learning through role play while reinforcing key literacy skills and the CCLS. Our reading centers / classroom leveled libraries offer a variety of books and other reading materials leveled using Fountas and Pinnell, 100 book Challenge(IRLA) as well as grouping by genre. In addition, individual student profiles (Performance Series Assessment) will provide an in-depth analysis and suggested learning objectives, which in turn, will drive highly tailored instruction for each child through efficient and effective differentiation.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 NYSESLAT- Looking at this data in such a manner is allowing us to make more informed decisions when assigning RTI and AIS instructional support through teachers and visiting ATR's, offering after school enrichment programs, purchasing materials, and making other school-wide administrative decisions which impact student learning and their social emotional development.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 NYSESLAT Modality report is not available at this time.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - 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 home language used?

ELL students in our freestanding ESL programs demonstrated a similar pattern across proficiencies and grades. The majority of ELLs scored level 1 on ELA, Math, and Science tests. This school year we will consistently administer ELL periodic assessments to our ELL students in order to identify their strengths and weaknesses and to monitor the students progress. The results of ELL periodic assessments will be analyzed, and the data will be used to inform administrative decisions, adjust instructional strategies and drive instruction.

ELL periodic assessments will help teachers learn about the ELL students strengths and weaknesses, identify patterns across proficiencies and modalities. The data reports will be shared with the teachers that will assist them in providing data driven, scaffolded instruction to their ELL students. Teachers will help ELLs in their classes by using more visual support to help the students acquire academic vocabulary that will allow them to fully comprehend academic concepts. Teachers will use comprehension strategies such as main idea, supporting details, identifying context clues, inference, comparing and contrasting that will allow ELLs to comprehend academic concepts that are rigorous and standard based.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

The school uses data from multiple sources including State Tests, formative assessments, teacher observations, the analyses of writing samples to provide instruction for ELLs within RTI. The teachers conduct the initial screening of literacy skills, academics, and behavior of the students. Based on the results, the students participate in multiple tiers of intense interventions. RTI is provided by classroom teachers, paraprofessionals and ATR's for all students. RTI teachers work with a small group of students specifically targeting the critical areas of need in ELA and Math . Outcome assessments are administered regularly. Teachers use common planning time to address noticings and next steps.

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

The school makes sure that teachers focus on the ELL students second language development during daily scaffolded instruction using all modalities and NYSESLAT proficiencies. To ensure adequate access, teachers maximize the use of the second language inside the classroom through print-rich environment, carefully selected materials appropriate to the students levels, the use of graphic organizers, eliciting prior knowledge and explicit vocabulary development supported by visuals, TPR, role play and interactive smart board activities.

7. For dual language programs, answer the following:

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

Paste response to questions here:

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

The school evaluates the success of the programs by monitoring students progress utilizing multiple data such as NYSESLAT results, ongoing assessments results and classroom observations. Teachers use scoring rubrics, and running records to allow them to monitor students improvement. This on-going monitoring helps teachers determine the effectiveness of the instructional strategies and adjust them to meet the ELLs academic needs. The results of NYSESLAT provide teachers with important information about the English language development of ELLs, track the students progress across all proficiencies and allow teachers to adjust their instructional techniques to meet ELLs academic needs. Because the school is phasing out, we were not given an overall Progress Report Guide.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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

LAB-R is used to determine initial placement. If LAB-R results show that a child is an ELL and Spanish is used at home, a student is administered a Spanish LAB to establish language mastery in his or her native language.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

These are ELLs who have attended schools in the United States for less than twelve months and who, upon initial enrollment in such schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to their arrival in the United States. Once a SIFE student is performing at or above the transitional/intermediate level on the annual English Language Proficiency Assessment, the student's status as a student with Inconsistent/Interrupted Formal Education is removed, even though the student may continue to be identified as an English Language Learner.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

An IEP team determines a student's eligibility for special education services and the language in which special education programs and services are delivered. ELLs who are also students with disabilities (SWD) receive accommodations that apply both to ELLs and SWDs, as appropriate. ELLs with disabilities are not exempted from the NYSESLAT. ELL status can't be the determining factor for special education eligibility. Response to Intervention (RTI) approaches should be applied to ELL students who enter with lower levels of proficiency in the home language, or if anticipated progress is not noted after a reasonable time period.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

All ELL-related documents must be kept in the student's cumulative record. The ELL documents must be forwarded to DOE schools upon transfer to another DOE school as per all applicable policies. Critical ELL documents include the following: Dated and signed copies of each student's Home Language Survey, Parent Survey and Selection Form, Program Placement Letter, Entitlement Letter (newly identified ELLs), Continued entitlement letter (continuing ELLs), non-entitlement letter, and a Language Proficiency Team NYSITELL Determination Form.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are notified within 10 days of their child's program. The parents then reserve the right to have their child reevaluated within 45 days of the original admission.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Families of newly enrolled students who have been identified as English Language Learners were invited to participate in the parent orientation session which was held within (10) days of the beginning of the school year. Parents were notified about the upcoming parent orientation workshop by letters, that were sent home in both languages. During the parent orientation workshop the attendance was taken and parents were informed of the different types of programs and services available for their children. Transitional Bilingual Programs, Dual Language Programs, and English as a Second Language Programs were explained in detail. Families viewed the New York City Department of Education Orientation Video for Parents of English Language Learners in a language of their choice. At the conclusion of the orientation session, families were individually assisted in completing their Program Selection Forms. The parent orientation workshop will be offered throughout 2015-2016 school year for all newly admitted students.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Our school reaches out to parents to ensure that Parent Surveys and Program Selection forms are returned in a timely manner by sending letters home with students, posters found throughout the school. We also give out the Parent Surveys on open school day/night, in order to stress the importance of parents returning the survey the following day.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Each teacher is asked to keep track of Parent Survey forms distributed during open school day/night. The Bilingual Coordinator would monitor that Program Selection forms are returned and filed with all the student's documents.

9. Describe how your school ensures that placement parent notification letters are distributed.

The Bilingual Coordinator will ensure that parents receive all documentation pertaining to the student's placement in an ELL program or found not to be eligible for ELL programs. A check off system is established in order to monitor all forms given to parents and those returned.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All ELL documentation such as: HLIS, non entitlement, and entitlement letters are kept in a locked location by the Bilingual Coordinator.

11. 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 in four parts. Speaking, Listening, Reading, and Writing. Each exam is given on different days, with speaking being administered over a one month period. The Speaking portion is given on a one to one basis, while the remaining exams are given on a particular date. Make-ups are administered to students who were absent during any of the exams. ELLs, as well as students with IEP's will receive time and a half to finish the exam.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

A record is kept by the Bilingual Coordinator of forms distributed and forms not returned.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Our school is phasing-out, so the freestanding ESL program is the only program offered this year. In the past, Bilingual classes and Freestanding ESL classes were the most common choices of parents.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.
ELLs are grouped according to their levels. The standalone ENL time frame is a pull-out, where small groups of students are taken to the ESL's classroom. The intergraded is a push-in where the ESL teacher and the classroom teacher work together in order to give ELL's content driven instruction.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
According to student levels, students will receive 360 minutes per week, or 180 minutes per week. The 360 minutes is equal to 8 periods per week, while the 180 minutes is equal to 4 periods per week. Commanding students are to receive 90 minutes per week, for two years after testing commanding.
3. Describe how core content is delivered in each program model. 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.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
We don't have Bilingual classes.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Throughout the year the school makes certain that ELL students are evaluated in all four modalities. Students take ELL Periodic assessments and NYSESLAT training. ESL teachers are constantly monitoring students progress in all modalities through ongoing individual conferencing, students writing samples, responding to questions based on specific content, text-based questions, text based discussions, listening to the stories and responding to them. ELLs participate in oral presentations, sharing, and classroom participation. This allows teachers to monitor students progress in all modalities. The data obtained from these assessments is used to drive instruction.

Chart 7 do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Differentiated instruction for all ELL subgroups is based on students individual learning needs and styles. This instruction is also data driven. ELL students are administered Periodic assessments, baseline assessments in reading, writing, and math which allow us to identify their strengths and weaknesses and to build their stamina, reading comprehension and confidence. Our ELL students receive a mandated number of ESL units based on their NYSESLAT level with strict adherence to NYS CR Part 154. To support our group of ELL students, our ESL certified teachers use a wide variety of researched based strategies to scaffold the development of reading, writing, listening, and speaking skills.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
 Our school provides high quality core curriculum and blended instructional materials aligned to state standards. Our ELL students use a variety of instructional materials including technology based blended programs, Activate, 100 Book challenge, Achieve 3000 and Imagine Learning. This year our ELL’s will use ReadyGen, Go Math, Social Studies and Focus Science text aligned to the Common Core State Learning Standards. RTI will also be embedded to support teachers with conferencing when leveling students during the Fountas & Pinnell (running records) Leveled Literacy Intervention Program.+

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
 Students receive AIS and RTI push-in to strengthen critical areas identified during formative assessments. Teachers adjust instruction using differentiation, grade level blended programs and RTI to access appropriate levels for students.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study per week (540 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <u>or</u> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

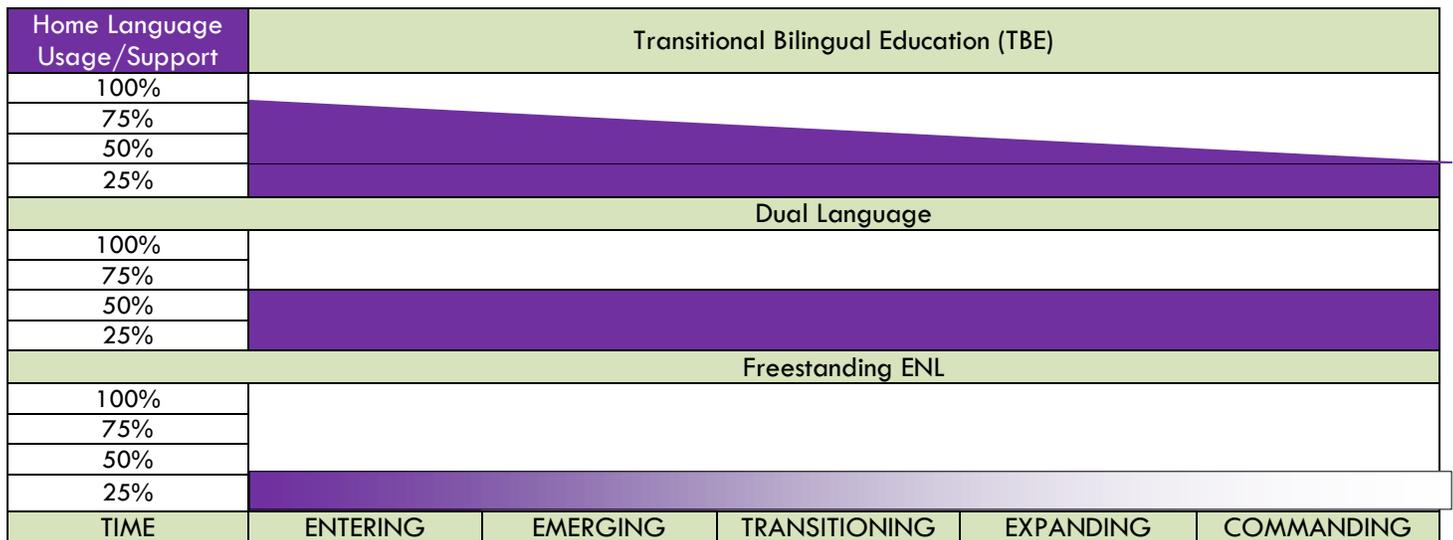


*: Chart “r approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Our ELL students are incorporated in every part of our intervention program in our school. They benefit from reduced class size, as well as participate in the school's extended day program. Everyone of their schedules reflect two (2) consistent periods per day where they are assigned to work with our ESL teacher providing them with small group instructions. RTI is provided to all ELLs, both in ELA, and Math. One on one tutoring is also used to promote ELLs academic improvement.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
We are constantly seeking to improve our existing programs at our school. As a result, ELLs meet with their ESL teacher in a small group setting. The ESL teacher uses ESL methodology to support the classroom teacher in Reading, Writing, Social Studies and Science. The ESL teacher provides rigorous explicit scaffolded instruction to ELL students with strict adherence to NYS CR Part 154.
12. What new programs or improvements will be considered for the upcoming school year?
13. What programs/services for ELLs will be discontinued and why?
Our school will not discontinue any programs or services for our ELL students.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Our ELL students participate in after school programs and supplemental services offered in our building. These programs allow ELLs to enrich their language development in all modalities through discussion, presentations, vocabulary development, and extensive visual support.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Our school provides high quality curriculum and instruction materials consistent with State Standards to enable participating children to meet the State's Standards. Our ELL students use a variety instructional materials including technology. This school year our ELLs will use Ready Gen, Go Math, Social Studies and Science text aligned to the Common Core State Learning Standards. RTI teachers will be using Fountas & Pinnell leveled Literacy Intervention Program.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language support is on-going and is delivered in all programs. Classroom libraries are clearly organized by language. The use of technology provides ELLs with extra visual support. Interactive sites like BrainPop, Kidshistory, Starfall are being used on a regular basis.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All required services supporting ELL students and resources for ELLs are grade and age appropriate. We implement flexible grouping based on the results of the LAR-R and NYSESLAT in each modality (Listening, Speaking, Reading, and writing).
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Newly enrolled ELLs will participate in our extensive beginning of the year assessment program which includes individualized Teacher's College benchmark running records.
19. What language electives are offered to ELLs?
No language electives offered at this time.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Professional development is offered to all teachers of ELLs. They learn how to differentiate instruction to meet the needs of ELLs and to use scaffolding strategies to support student participation in content areas. ESL teachers will learn how to facilitate language acquisition in the various proficiency levels.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
The school administration provided the Charlotte Danielson's Framework for teaching in order to understand the clear expectations necessary to provide all students, including ELL students, with rigorous data based instruction.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The administration of the school provides ongoing support to assist all teachers of ELLs including ESL teachers, as ELL students transition from elementary school to middle school. They will participate in Middle School Fairs, and Common Core College Fairs. ELL students will also attend Career Day where they have the opportunity to meet with the guests and ask them questions.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

This school year we will provide professional development required by CR Part 154.2. 15% of total hours for all teachers, and 50% of total hours for ENL teachers will receive ELL-specific professional development.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
Parental involvement is a very strong component at P.S. 385. This school year there will be on-going communication with parents via progress reports, newsletters, meetings, and conferences. Parents are invited to Parent-Teacher conferences and other events through letters sent home using preferred language of communication. Our school will also provide our ELL parents with on-going support on resources available to them from our Community Based Organizations (CBOs) and provide trainings and workshops throughout the school year on various topics.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
The ESL Coordinator will keep all records in their ELL Compliance Binder for annual individual meetings with ELL parents, to ensure parent needs are accommodated.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Paste response to question here: All invitations (i.e. weekly parent engagement meetings, parent- teacher conferences, PA Meetings) are translated into Spanish. Translation is provided for calls and meetings as needed. ENL teacher distributed an invitation to meet with all the parents of ENL students during parent teacher conference and met with them.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Paste response to question here: Counseling in Schools, Cultural Arts Program and the After-School Athletic Program are inclusive of our ELL parents and provide information.
5. How do you evaluate the needs of the parents?
The school evaluates the needs of the parents through yearly parent surveys, parent intake forms, and on-going conversations and meetings such as Meet and Greet Open School events and Parent Teacher Conferences.
6. How do your parental involvement activities address the needs of the parents?
Paste response to question here: We have an initial meeting with ENL parents and discuss their needs and requests. Services are provided based on the needs-assessment. We provide counseling, workshops on how to help their students academically and community resources.

D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **07X385** School Name: **Performance School**
Superintendent: **Elisa Alvarez**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnedoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Parents' preferred languages for both written and oral communication are English and Spanish. Our parent community is predominantly Spanish speaking, therefore, the need for translated school materials is an essential component in establishing a successful educational partnership.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

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

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Services will consist of ELL Parent Orientation, Parent Academy, and Workshop to support the new NYSESLAT. In addition, we will provide translation support for parent IEP conferences, and guest speakers for special program assemblies. Parent-teacher conferences in September, November, February, March, and May will also provide us with face to face meetings.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Written translation for all communications coming from the school and not provided by the DOE, will be done by the school. This translation will be done by school staff. The communications will be two sided. One side will be Spanish, and the other side in English. During parents school meetings and gatherings the oral translation needs are provided by our staff members fluent in the languages spoken by our population. For languages other than Spanish, we use the interpretation services of the DOE.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

The oral interpretation services are provided by our in-house personnel. Several of our school staff members are fluent in Spanish and English, which serves as an excellent resource at our parent workshops, teacher -parent conferences and school meetings.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

This information will be disseminated to our staff via faculty conferences at the beginning of the school year and throughout the year. The staff will be informed that a Language Interpretation Guide with a telephone number is located at the main entrance. The guide is presented to non -English speaking parents, so that they may find their language and identify it for over the phone interpretation services in any of the languages. This information was also reported to the school community through the School Leadership Team and is also part of the staff handbook.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The school will provide each parent whose primary language is a covered language and who requires language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. The school safety plan will also ensure that parents in need of language assistance services have access to the administrative offices and have translation services provided.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We will provide parent surveys to gather feedback from parents on the quality and availability of services. Parent survey results are used to determine workshop topics, quality of services, and other areas of concern and interest. As part of the School Leadership Team, parents are also afforded the opportunity to voice their concerns and ideas about the quality and availability of services in school.

