

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

10X386

School Name:

SCHOOL FOR ENVIRONMENTAL CITIZENSHIP

Principal:

LYNNANN FOX

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: School for Environmental Citizenship School Number (DBN): 10X386
Grades Served: PK-5
School Address: 125 East 181 Street Bronx, New York 10453
Phone Number: 718-563-3292 Fax: 718-563-3453
School Contact Person: Lynnann Fox Email Address: Lfox2@schools.nyc.gov
Principal: Lynnann Fox
UFT Chapter Leader: Bessie Chance
Parents' Association President: Carmen Hernandez
SLT Chairperson: Lynnann Fox
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

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

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
1 Fordham Plaza Bronx, NY 10458 and 1230 Zerega Avenue Bronx,
Director's Office Address: NY 10462
Director's Email Address: JRuiz2@schools.nyc.gov
Phone Number: 718-828-7776 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 Comprehensive Educational Plan (CEP) 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)
Lynnann Fox	*Principal or Designee	
Bessie Chance	*UFT Chapter Leader or Designee	
Carmen Hernandez	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	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	
Aidalene Suarez	Member/ Teacher	
Ariadna Mateo	Member/ Teacher	
Dana Corrigan	Member/ Teacher	
Jessica Betancourt	Member/ Parent	
Socorro Najera	Member/ Parent	
Maria Diaz	Member/ Parent	

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

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the 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 CEP 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 Comprehensive Educational Plan (CEP) 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 two (2) to 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. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

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.

The Quality Review 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 also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

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 CEP 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:** 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 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether 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: CEP 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 School for Environmental Citizenship, P.S. 386 is an elementary school that serves students and their families from the University Heights community of the Bronx from pre-kindergarten through grade 5. The school is co-located in the former P.S. 79 building and shares this space with P.S. 382 and M.S. 447. There are 553 students enrolled at the school. The school population is comprised of 16% Black, 83% Hispanic and 1% White. The student body includes 31% English Language Learners and 18% Students with Disabilities. Males account for 47% of students enrolled and females account for 53%. The average rate of attendance at the school is 94%.

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

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

P.S. 386 is dedicated to ensuring students participate in engaging learning opportunities beyond the traditional classroom experience. In pre-kindergarten, teachers work with Making Pre-K Count, which is a research based project formulated through collaboration between MDRC and the Robin Hood Foundation. Making Pre-K count focuses on improving the math skills of pre-k students from low-income homes in order to increase the likelihood that these youngsters will hold on to such skills and eventually graduate from high school and college. Additionally, the school has partnered with the City Parks Foundation for experiential learning sessions and projects that encourage second grade students to explore the city's urban ecosystem. This work will expand for the 2015-2016 school year and include second and third grade classes. The school has also partnered with Studio in a School to provide visual art and nutrition instruction to 4th grade students. In the 2014-2015 school year, kindergarten and first grade classes at the school will participate in the Department of Education's pilot program, Sounds in Motion. This work will continue during the 2015-2016 school year. This program strategically trains the school's speech provider in collaboration with classroom teachers and aims to develop listening skills in students to improve articulation, phonemic awareness, vocabulary, and literacy skills. In addition to academic experiences, the school has recognized the importance of structured recess activities to foster positive social and physical experiences for students. Therefore, the school has partnered with Asphalt Green to develop recess routines and activities that provide quality fitness instruction and cultivate citizenship among students across all grade levels.

Since its foundation in 2008, the school has been committed to forming lasting partnerships with community based organizations in order to support the needs of the students and their families. The school works with the Morris Heights Health Clinic, which occupies shared space in the building and provides medical care for students and social-emotional support for students and their families. Furthermore, the school has identified the need for students in the community to engage in quality activities after school. Currently, the school partners with Good Shepherd Services, which provides after school care and enrichment for the students. In addition, for the past two years, the school has established a connection with Midori and Friends and Bronx Arts. Midori and Friends provides a customized music program in which the students learn about the customs and culture of Mexico. Bronx Arts further supports the school's arts initiative and enables students to have the opportunity to participate in Latin Ballroom Dancing, Hip Hop Dancing, and Chorus. In addition, the school's Parent Coordinator has been working with Cool Culture to allow income-eligible families to revel in New York City's cultural institutions for free, which leads to greater literacy and learning experiences.

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

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

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

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

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

Although the school has many strengths to celebrate, there are also challenges. As a testament to their dedication to student growth and achievement, it has been difficult for teachers to adjust to the shortened school day for students that has decreased direct instructional time. The school has been working to maximize instructional time and one focus for feedback on both low and high stakes teacher evaluations has been time management.

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

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

10X386 School Information Sheet

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

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

Section 5A – 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

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

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

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

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

Part 2 – Annual Goal

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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teacher pedagogy will be strengthened as the percentage of observations rated effective or higher in Component 1E (Designing Coherent Instruction–Planning and Preparation) of the Danielson Framework for Teaching will increase from 58% to 70% as measured by informal and formal observations.

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?</p>
<p>Staff Developers from Teachers College will provide professional development unit planning sessions in the building and model lessons with significant cognitive demand in grades K-5</p> <p>One Senior Staff Developer from Teachers College will provide professional development in the building for a group of teachers on using questioning and discussion techniques during interactive read alouds in grade K-5 and on incorporating discussion in lesson plans. All information will be turn keyed to staff members.</p> <p>Teachers will choose and attend staff development conference days at Teachers College for professional development sessions. All information will be turn keyed to staff members.</p> <p>One math consultant from Southern Cross Consultancy will provide professional development to teachers on all grades on unit planning.</p> <p>A Teacher Development Coach from the Office of Teacher Effectiveness will work with groups of teachers on developing cohesive units using the Understanding by Design backwards design model.</p> <p>Administrators will conduct informal and formal observations and provide feedback and suggestions for strategies to move teacher practice in Component IE of the Danielson Framework for teaching as well as collect lesson plans for review and feedback related to Component</p> <p>The school will use a push in team teaching and pull out model for ELL instruction. Through this model, the students will receive the support of an additional teacher during content instruction.</p>	<p>All Teachers</p>	<p>September 2015-June 2016</p>	<p>Coaches</p> <p>Staff Developers</p> <p>Teachers</p> <p>Assistant Principals</p> <p>Principal</p>

<p>In unit plans, teachers will make curricular adjustments to support language development of ELLS. In lesson plans and practice, teachers will scaffold questions and provide language prompts for all subgroups in their classrooms.</p> <p>Three teachers will provide Professional Development on the SIOP model</p> <p>Our Special Education Coordinator will continue to work closely with teachers and paraprofessionals to provide support with implementation of IEP's</p>	All Teachers	September 2015-June 2016	Teachers, Administrators
<p>Month Chat and Chew with the Principal and Administrative Team</p> <p>Monthly Parent Workshops</p> <p>Monthly Newsletters</p> <p>Three progress reports annually in addition to three report cards annually</p>	All Parents	September 2015-June 2016	Principal, Assistant Principals, Parent Coordinator
<p>Weekly Grade Team Meetings</p> <p>Vertical Planning Meetings</p> <p>Professional Development Team</p> <p>Monthly Breakfast with the Principal</p>	All Teachers	September 2015-June 2016	Teachers, Administrators

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>											
<p>Schedule adjustments will be made to provide for extra meeting periods for teachers when they are working with staff developers from Teachers College and the math consultant.</p> <p>Substitute teachers will be hired to cover teachers' programs when they are out of the building for professional development sessions.</p> <p>Additional strategic schedule adjustments will be made to allow for team teaching periods in all classrooms with high populations of ELLS.</p> <p>Teacher's College Reading and Writing Project School Package</p> <p>Teacher Development Coach from Office of Teacher Effectiveness</p> <p>Math Consultant: Southern Cross Consultancy</p>											
<p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

By February 2016, teacher pedagogy will be strengthened as the percentage of teachers rated effective or higher in Component 1E (Designing Coherent Instruction–Planning and Preparation) of the Danielson Framework for Teaching will increase from 58% to 65% as measured by informal and formal observations conducted between October 2015 and February 2016.

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

Part 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 the feedback given on the 2013-2014 Priority and Focus School Recommendations, the school needed to evaluate the effectiveness of our PBIS and Character Education Program. Since last year, there has been a more heightened awareness of the benefits of PBIS among staff, parents, and students. The school population has been receptive to alterations made in the PBIS World Class Coins System, as they have been given the opportunity to shop for prizes more often and to earn rewards at their own pace, allowing the students to make direct connections between their behavior and the incentives. Parents have also been more encouraged to remind their children to implement the values of the month associated with Character Education. Parents have decreased the number of concerns with their children being bullied and involved in physical altercations. The school has surpassed last year’s goal to decrease the number of students who are harassed by twelve percent.

Part 2 – Annual Goal

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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 there will be a 10% decrease in school-wide incidents, reflected in OORS data, through deepening the work of PBIS and Character Education Program within the school community.

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 Supportive Environment 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?</p>
<p>The Cool Culture program allows parents to engage in more extracurricular activities with their children and foster a sense of exposure and gaining knowledge from all surroundings.</p>	<p>Pre-K and Kindergarten Families</p>	<p>September 2015-September 2016</p>	<p>Principal, Assistant Principal, Parent Coordinator</p>
<p>Continued collaboration with MHHC in efforts to refer families of students who exhibit patterns of disruptive behavior and distract the learning process. Teachers and staff will have regular conferences discussing the proactive observation and monitoring of behavior patterns as well as implement individual behavior plans that address the root causes of behavior problems and help apply steps to prevent triggers and causes of disruption.</p>	<p>Pre-K through 5th grade students with chronic behavior or emotional issues and or SWD's</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, Guidance Counselor, SBST, School Psychologist, Parent Coordinator, MHHC Social Worker and Medical Staff</p>
<p>Consistent communication to staff and families including Principal Chat and Chew conferences discussing new initiatives in the building, bullying workshops addressing noticing signs and steps to intervention, staff and parent GRP/BRT workshops to address building safety procedure/curriculum and response to crisis, new Parent Safety Team initiative to help organize dismissal and events with large parent turn-outs, kick-off PBIS assembly addressing the perks and concepts of the school's program. This dialogue will increase home school collaborative efforts. All of our Subgroups including ELL's and SWD's will benefit from our direct and differentiated approach to behavior management systems.</p>	<p>Pre-K through 5th grade</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principal, BRT, School Aides, Parent Coordinator, Teachers, Guidance Counselor, Business Manager</p>
<p>Discipline measures will be implemented consistently and guidance interventions will be regularly recorded and applied as part of behavior intervention plans.</p>	<p>Pre-K through 5th grade</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principal, Guidance Counselor, Parent Coordinator</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.											
Tangible PBIS incentives and prizes, outreach to Councilman Cabrera, apparel for parent teams/association, GRP safety curriculum , PBIS cart and schedule, monthly parent newsletters and invitations to Character/Student of the Month events											
Part 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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.										
By February 2016, there will be a 5% decrease in the number of behavior related reports filed on OORS.										
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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

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

Teachers in the school participate in a wealth of professional development series and sessions, offered by Teachers College and the Department of Education. Teachers choose sessions to attend, and turn-key information learned during grade team meetings and Monday Professional Development time. Although the teachers have been participating in various professional development opportunities since the school’s formation and working with literacy and math coaches, they still need support with implementing strategies to increase the engagement of our students in cognitively engaging tasks and materials.

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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teacher pedagogy will be strengthened as the percentage of observations rated effective in Component 3C (Engaging Students in Learning) of the Danielson Framework for Teaching will increase from 66% to 80% as measured by informal and formal observations.

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?</p>
<p>Staff Developers from Teacher College will provide professional development sessions in the building and model lessons with a focus on engagement in literacy practices in grades K-5</p> <p>One Senior Staff Developer from Teachers College will provide professional development in the building for a group of teachers on increasing engagement. All information will be turn keyed to staff members.</p> <p>Teachers will choose and attend staff development conference days at Teachers College for professional development sessions. All information will be turn keyed to staff members.</p> <p>One math consultant from Southern Cross Consultancy will provide professional development to teachers on all grades on creating tasks that allow for student discussion and productive struggle.</p> <p>Teachers will choose and attend professional development series provided by the NYC DOE related to the Danielson Framework for Teaching.</p> <p>A Teacher Development Coach from the Office of Teacher Effectiveness will work with groups of teachers on adjusting learning activities in unit plans to allow for greater student engagement in cognitively challenging tasks. The coach will conduct planning sessions and observations, and provide on the spot feedback to teachers. All information will be turn keyed to staff.</p> <p>Administrators will conduct informal and formal observations and provide feedback and suggestions for strategies to move teacher practice in Component 3C of the Danielson Framework for teaching.</p>	<p>Teachers in grades K-5, Related Service Providers, Reading Recovery Teacher, ESL Teachers</p>	<p>September 2015-June 2016</p>	<p>Two Teachers College Staff Developers, Administrators, Business Manager</p>

<p>Coaches from the Office of Teacher Effectiveness will provide job embedded support for administrators on observations, feedback, and planning for professional development related to student engagement and cognitive demand.</p> <p>Administrators will participate in grade team meetings to support teachers in planning for units.</p> <p>Staff members will attend a retreat in which they will observe videos of best practices, reflect on their practice based on the Danielson Framework for Teaching, and collaborate with each other to identify next steps for their instructional practices.</p> <p>A Professional Development Team consisting of a representative sample of teachers and paraprofessionals in the building will meet two times per month to plan for Monday professional development sessions based on teachers' needs, plan for agenda items for monthly faculty conferences to increase communication with staff to build trust, reflect on the plans' effectiveness, and provide next steps.</p> <p>A Professional Development Schedule for outside professional development sessions will be created, as well as a schedule for Monday professional development sessions. This will increase the effectiveness of communication in the building.</p> <p>In addition to the overall schedules, administrators will write "Weekly Happenings" memos to remind teachers and paraprofessionals of their professional development presentations.</p>			
<p>In lesson plans and teacher practice, teachers will scaffold questions and provide language prompts for all subgroups in their classrooms.</p> <p>Three teachers will provide Professional Development on the SIOP model</p> <p>Our Special Education Coordinator works closely with teachers and paraprofessionals to provide support with implementation of IEP's</p>	All Teachers	September 2015-June 2016	Teachers and Administrators
<p>Month Chat and Chew with the Principal and Administrative Team</p> <p>Monthly Parent Workshops</p> <p>Monthly Newsletters</p> <p>Three Progress Reports Annually</p>	All Parents	September 2015-June 2016	Principal, Assistant Principals, Teachers, Parent Coordinator

Weekly Grade Team Meetings	All Teachers	September 2015-June 2016	Principal, Assistant Principals
Vertical Planning Meetings			
Professional Development Team			
Monthly Breakfast with the 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.											
Teacher’s College Reading and Writing Project School											
Teacher Development Coach from Office of Teacher Effectiveness											
Math Consultant: Southern Cross Consultancy											
Schedule adjustments will be made to provide for extra meeting periods for teachers when they are working with staff developers from Teachers College and the math consultant.											
Substitute teachers will be hired to cover teachers’ programs when they are out of the building for professional development sessions.											
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		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.
<u>By February 2016, teacher pedagogy will be strengthened as the percentage of observations rated effective in Component 3C (Engaging Students in Learning) of the Danielson Framework for Teaching will increase from 66% to 71% as measured by informal and formal observations conducted between November 2015 and February 2016.</u>
<u>The school will use the ADVANCE system as a tool to track teacher progress in Component 3C. The school will run reports specific to Component 1E in November, February, and June.</u>
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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

To articulate the school’s vision and instructional focus for the 2015-2016 school year, school leaders have made strategic decisions around ways to communicate with all stakeholders in the school community. In collaboration with the professional development team, school leaders have planned for one professional development session per month on Mondays to be related to continuous articulation of the school’s vision and instructional focus with a close reading of professional articles related to both. Parents participate in the revision of the school’s vision through School Leadership Team meetings, Monthly Chat and Chews with administrators, Monthly Parent Workshops, and Monthly Family Fun Nights.

School leaders have strategically divided the supervision responsibilities to maximize opportunities for pedagogical improvement and increases in student achievement. In 2015-2016, all eligible teachers will receive 4 or more observations (formal and informal) with actionable feedback aligned with the school’s instructional focus and vision. Data from observations is used to inform professional development and school organizational decisions.

Teachers assess student progress across all grades using the Fountas and Pinnell Reading Benchmark Assessment system at least 6 times per school year, as well as pre and post chapter and unit assessments in math, reading, writing, and science. Teachers also utilize mid unit check points to inform instruction. Teachers meet in grade teams and vertical planning teams to analyze student data and to create small groups for targeted instruction based on the Common Core Learning Standards. Fountas and Pinnell Reading data is tracked school wide and administrators identify trends within and across grades. In 2014, school administrators analyzed running record data against state test results and identified that many students within the building are not matched to correct independent reading levels, and therefore did not achieve proficiency on state exams. As a result, school administrators are working with teachers and staff developers to properly match students to independent texts. Additionally, school leaders have developed a plan to screen the lowest 10% of students in literacy pillars to identify areas of need for intensive Tier II RTI interventions. Tier III RTI instruction will continue to occur for first grade students using the Reading Recovery program, with the intention to boost literacy skills in the younger learners as a foundation for success as they progress through the upper grade levels

Part 2 – Annual Goal

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 1, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, administrators will provide professional learning opportunities and meaningful observation feedback to teachers improving on instructional practice resulting in a 5% increase in proficiency of students in grades 3-5 on the NYS English Language Arts Examination.



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 parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Staff Developers from Teachers College will provide professional development unit planning sessions in the building and model lessons with significant cognitive demand in grades K-5.</p> <p>Teachers will choose and attend staff development conference days at Teachers College for professional development sessions.</p> <p>Teachers will choose and attend professional development series provided by the NYC DOE related to the Danielson Framework for Teaching. A Teacher Development Coach from the Office of Teacher Effectiveness will work with groups of teachers on effective unit planning. The coach will conduct planning sessions and observations, and provide on the spot feedback to teachers. All information will be turn keyed to staff.</p> <p>Coaches from the Office of Teacher Effectiveness will provide job embedded support for administrators on observations, feedback, and planning for professional development related to designing coherent instruction.</p> <p>Administrators will participate in grade team meetings to support teachers in planning for units and lessons based on student data.</p>	<p>Teachers in grades K-5, Related Service Providers, Reading Recovery Teacher, ENL Teachers,</p> <p>Drama Cluster Teacher, Technology Cluster Teacher</p>	<p>September 2015-June 2016</p>	<p>Two Teachers College Staff Developers, One Senior Staff Developer from Teachers College, Administrators, Business Manager</p> <p>Carl Anderson, Math Consultant, Network Directors, Office of Teacher Effectiveness Personnel</p>

<p>Administrators will conduct informal and formal observations and provide feedback and suggestions for strategies to move teacher practice in Component IE of the Danielson Framework for teaching as well as collect lesson plans for review and actionable feedback.</p> <p>A Professional Development Team consisting of a representative sample of teachers and paraprofessionals in the building will meet two times per month to plan for Monday professional development sessions based on teachers' needs, plan for agenda items for monthly faculty conferences to increase communication with staff to build trust, reflect on the plans' effectiveness, and provide next steps.</p> <p>To support the academic achievement and language acquisition of English Language Learners in our school 15% of the teachers' professional development sessions will focus on oral language development and literacy development.</p> <p>The school will provide teachers with the Ready program and i-Ready web based program to further enhance literacy skills and supplement the Teachers College Reading and Writing Project curriculum.</p> <p>The school has purchased the Foundations program to support phonics skill acquisition in the lower grades. The goal is for this program to provide the foundation for literacy development as the students progress to the upper grades.</p>			
<p>Afterschool instructional support programs will be held in six to eight week cycles. Students will be invited to the following programs:</p> <p>ENL students from kindergarten to grade five will be invited to the ELL Academy targeting literacy instruction and language acquisition.</p> <p>Fourth grader students will be invited to the Science Academy to provide the students with supplemental support to enhance students' proficiency in science exploration, science vocabulary, and knowledge of fourth grade science content.</p> <p>Students performing in the lowest one third of their class will be invited to the 3 – 5 Tutoring Academy. The program will combine the I-Ready Reading and Math web based, individualized program with the NY Ready program to support the student's academic needs.</p>	<p>All Students</p>	<p>September 2015-2016</p>	<p>Teachers, Administrators</p>

Students in kindergarten, first grade, and second grade will be invited to the K-2 Academy to provide students with additional intensive support to help prepare the students for the next grade. RTI teachers will provide targeted instruction to the lowest third of the school, including ELLs and SWDs.			
Month Chat and Chew with the Principal and Administrative Team Monthly Parent Workshops Monthly Newsletters Three Progress Reports Annually	All Parents	September 2015-June 2016	Principal, Assistant Principals, Teachers, Parent Coordinator
Comprehensive Calendar will be disseminated in August 2015 outlining all educational due dates.	All staff members	September 8, 2015	Administrators, Professional Development Team

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.											
Schedule adjustments will be made to provide for extra meeting periods for teachers when they are working with staff developers from Teachers College and the math consultant. i-Ready Program Substitute teachers will be hired to cover teachers’ programs when they are out of the building for professional development sessions.											
Part 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		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.
<u>By January 2016, the percentage of students reading at or above grade level as measured by the Fountas and Pinnell Reading Benchmark Assessment System will increase by 5%</u>
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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

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

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

Increase the number of parents attending monthly parent workshops.

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

Increase the number of parents attending Parent Teacher Conferences

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

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

Part 2 – Annual Goal

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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

In an effort to strengthen family and community ties, by June 2016, there will be a 20% increase in the number of parents at school meetings, teams, and parent clubs designed to foster a transparent and collaborative family-school community.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the 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 stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<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?</p>
<p>Below is a calendar of the monthly workshops, meetings, and school wide events implemented to foster parent engagement</p> <p>September</p> <p>Dads Take Your Child to School Day-</p> <p>Sister Circle- Mother 's Club-</p> <p>Parent Teacher Conferences –</p> <p>Family Fun Night- Bingo September</p> <p>Parent Chat and Chew- Breakfast and Discussion</p> <p>October</p> <p>Family Fun Night-</p> <p>Parent Chat and Chew- Breakfast and Discussion</p> <p>Masquerade Ball –</p> <p>Dad's Change The World Father's Club-</p> <p>Parent Workshop</p> <p>November</p> <p>Parent Teacher Conference-</p>	<p>All parents of students school wide including but not limited to: parents of students with disabilities, English Language learners, and students in the lowest one third in academic standing.</p>	<p>Starting September 2015</p> <p>Ending June 2016</p>	<p>Parents/guardians, parent coordinator, classroom teachers, guidance counselor, administrators and school support staff will help implement all activities.</p>

Senior Class Meeting –			
Honors Night-			
Sister Circle- Mother 's Club-			
Family Fun Night –			
December			
Family Fun Night –			
Dad's Change The World Father's Club-			
Parent workshop-			
January			
Family Fun Night –			
Sister Circle- Mother 's Club-			
Parent workshop-			
February			
Family Fun Night –			
Father-Daughter Dance			
Dad's Change The World Father's Club-			
March			
Family Fun Night –Seuss-A-Paleussa –			
Sister Circle- Mother 's Club-			
Parent Workshop –			
Parent Teacher Conferences			
April			
Family Fun Night –			
Continuing Education Fair-			
Dad's Change The World Father's Club-			
Parent Workshop-			

<p>May</p> <p>Family Fun Night –</p> <p>Parent Workshop –</p> <p>Sister Circle- Mother 's Club-</p> <p>Parent Teacher Conferences</p> <p>June</p> <p>Family Fun Night –</p> <p>Parent Workshop –</p> <p>Dads Take Your Child to School Day-</p> <p>Dad's Change The World Father's Club</p>			
<p>In an effort to strengthen the level of parental collaboration and support, we have developed several parent centered programs designed to promote transparency and continued collaboration. We have introduced a monthly Parent Chat and Chew with the Principal. The purpose of the Parent Chat and Chew is to allow parents to come together with the administration team to discuss issues and concerns in an informal setting.</p> <p>The Dad's Change The World Father Club was initiated this school year to promote father involvement in the education process throughout the school year.</p> <p>We are maximizing our Weekly Parent Engagement sessions by inviting parents to one to one meeting with their child's teacher to discuss student progress, concerns and strategies on how to help students at home.</p> <p>The focus of the Sister's Circle Mother's Group is providing mothers with an opportunity to collaborate, discuss how to support their children's academic success and celebrate motherhood.</p> <p>The focus of the Parent Engagement Committee will address the concerns and needs of the parents of our school community. Here we discuss and create action plans to address parental concerns.</p>	<p>All parents of students school wide including but not limited to: parents of students with disabilities, English Language learners, and students in the lowest one third in academic standing.</p>	<p>September 2015-June 2016</p>	<p>Parents/guardians, parent coordinator, classroom teachers, guidance counselor, administrators and school support staff will help implement all activities.</p>

<p>Family Engagement Team</p> <p>Month Chat and Chew with the Principal and Administrative Team</p> <p>Monthly Parent Workshops</p> <p>Monthly Family Fun Nights</p> <p>Monthly Newsletters</p> <p>Three Progress Reports Annually</p> <p>Annual Learning Environment Survey</p> <p>Father Club- Dad's Change The World</p> <p>Mother's Club- Sister Circle</p> <p>Dad's Take Your Child To School Day</p>	All parents	September 2015-June 2016	Principal, Assistant Principals, Teachers, Parent Coordinator, School Leadership Team, Parent's Association
<p>Month Chat and Chew with the Principal and Administrative Team</p> <p>Monthly Parent Workshops</p> <p>Monthly Family Fun Nights</p> <p>Monthly Newsletters</p> <p>Father Club- Dad's Change The World</p> <p>Mother's Club- Sister Circle</p> <p>Dad's Take Your Child To School Day</p> <p>School Leadership Team</p> <p>Parent's Association</p>	All parents	September 2015-June 2016	Principal, Assistant Principals, Teachers, Parent Coordinator, School Leadership Team, Parent's Association

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.

- Workshop Presenters
- Guest Speakers
- Copies of books for parent groups
- Copies of parent support pamphlets

Teacher and Staff Per session at Family Fun Nights

Professional Books

Speakers: Workshops

Part 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		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		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.

By February 2016, there will be a 10% increase in the number of parents at school meetings, teams, and parent clubs designed to foster a transparent and collaborative family-school community.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

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

Social Studies	Lowest Third: School Wide K-5	Guided Reading and Book Clubs Grades K-5	Small Group	During the School Day during AIS times
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Lack of production and motivation; demonstrating frequent behaviors that disrupt instruction or impede learning process; drop in academic performance personal/family issues or cases 5 th grade boys that have a difficult time with making friends and making good choices	Regular “check-ins” and at-risk individual, group or family sessions, class observations, peer mediation, referrals to mental health agency Social Emotional Support and learning Interpersonal Skills, learning to work as a team	1:1 Small Group Counseling After School Boys basketball Team	Weekly to monthly on an as needed basis according to the individual clients and on the caseload. Meets Twice a week for 20 Weeks

Section 7: 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.
<p>In order to ensure that staff are considered Highly Qualified, they are involved in the following programs within the P.S. 386 community:</p> <ul style="list-style-type: none"> • Teachers have set annual goals using the Danielson Framework as a tool • Teachers are observed formally and informally using the competencies of the Danielson Framework • Teachers are trained in the TCRWP curriculum which is aligned to the Common Core Standards. • Teachers meet once a week with a focus such as: looking at student work, looking at data, evidence, and next steps, common lessons, and best practices. • Teachers receive, attend, and conduct professional development sessions. • Teachers create monthly newsletters. • Teachers implement behavioral and reward systems within their classrooms. • Teachers maintain progress reports and establish relationships with parents. • Teachers track student growth through monitoring of student behavior. • Teachers differentiate the learning of students so that students are comfortable with learning in the classroom. • Teachers participate in meetings with administrators to discuss their instructional practices • Teachers visit other classrooms within the school community to learn best practices

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Teacher’s College Reading and Writing Project Coaches meet with our teachers and plan for upcoming units of study.

We have hired a math consultant that collaborates with our teachers on aligning and tracking math data to the Common Core Learning Standards

Our teachers attend workshops hosted by Teacher’s College Reading Writing Project, Network 606 and the Office of English Language Learners

A Teacher Development Coach from the Office of Teacher Effectiveness will work with groups of teachers on developing discussion and questioning techniques. The coach will conduct planning sessions and observations, and provide on the spot feedback to teachers. All information will be turn keyed to staff.

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

- Parent involvement activities, including Family Fun Nights, Parents as Readers, class participation and workshops on best practices for early childhood students, transitioning from pre-school and attendance awareness.
- Kindergarten orientation
- Early screening
- Progress Reports and Report Cards

- In-school transition activities between Pre-K and Kindergarten teachers
- Aligned resources
- Field Trips

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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	494,835.00	X	5A, 5B, 5C, 5D, 5E
Title II, Part A	Federal	102,417.00		
Title III, Part A	Federal	19,320.00	X	5A, 5B, 5C, 5D, 5E
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,246,991.00	X	5A, 5B, 5C, 5D, 5E

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 Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with 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.
- **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:** 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 CEP 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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 386, the School for Environmental Citizenship**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S. 386, the School for Environmental Citizenship** will support parents and families of Title I students by:

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality 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

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

I. School Responsibilities:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

Application for Immigrant Funding

Requirements: Title III, Part A - Immigrant Funds can be used for activities that provide enhanced instructional opportunities for immigrant students, which include:

- family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
- support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant students
- provision of tutorials, mentoring, and academic or career counseling for immigrant students
- identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
- basic instructional services, including costs for additional classroom supplies, transportation costs, or other costs directly attributable to such services
- other instructional services designed to assist immigrant students to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education
- activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant students by offering comprehensive community services

Funding follows similar guidelines for Title III funds established by the Division of English Language Learners and Student Support (DELLSS) and can only be used to provide supplementary services to immigrant students (who may or may not be ELLs). Priority areas for the use of Title III, Part A - Immigrant Funds are as follows:

- developing new and/or enhancing programs for immigrant students from the Caribbean countries where English is spoken as a dialect
- developing new and/or enhancing programs for newcomers
- developing new and/or enhancing Transitional Bilingual Education programs and/or Dual Language programs
- improving teaching and learning in core subject areas
- implementing strong student supports to increase graduation rates

For more information on Title III requirements, please see the School Allocation Memo or contact your BFSC's deputy director for English language learners.

Directions: Please complete the Title III - Part A, Immigrant Program application below. Completed applications must be submitted by December 4 via email to your BFSC's deputy director for English language learners. Please refer to the SAM.

Part A: School Information	
Name of School: : School For Environmental Cit	DBN: 10X386
Name/Phone/Email Address of Contact Person: _____	
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 <input checked="" type="checkbox"/> Other: _____	
Total # of immigrant students (including ELLs) to be served: _____	
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <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: _____	
Describe the direct instruction supplemental program in the space provided below. Description should include: <ul style="list-style-type: none"> • Rationale • Subgroups and grade levels of students to be served • Schedule and duration • Language of instruction • Number and types of certified teachers • Types of materials 	
<p>Begin description here:</p> <p>The Curious Garden Afterschool Program</p> <p>Rationale: The Curious Garden Afterschool Program will engage students by providing a dynamic environment to observe, discover, experiment, nurture and learn. As a school whose mission revolves around environmental awareness, The Curious Garden Afterschool Program will implement an interdisciplinary instructional curriculum that provides English Language learners with real life experiences while learning English. While building and maintaining a mobile vegetable garden, ELLs will speak, listen, read and write in English in an environment that allows for language acquisition to happen naturally. School gardens can combat unhealthy eating habits, as children are more likely to try unfamiliar produce and eat fruits and vegetables if they grow them themselves. There is an increasing link between school garden participation and improved test scores. Not surprising as school gardens teach concepts like seasonality, soil and water health, invertebrate life, ecosystems, climate change.</p> <p>Subgroups and grade levels of students to be served: English Language Learners from Kindergarten through fifth grade in all proficiency levels will be invited to take part in the gardening program.</p> <p>Schedule and duration: The Curious Garden After School Program will run for 2 six week cycles. The first cycle will begin on Wednesdays and Thursdays from 3:15 p.m.-5:15 p.m beginning on February 24, 2016 and ending on March 31, 2016, The second six week cycle will be held from April 1, 2016- May 13, 2016</p> <p>Language of instruction: The language of instruction will be English, however students will receive Spanish translation when needed.</p> <p>Number and types of certified teachers: Three certified teachers will needed for this program. One TESOL/ Bilingual certified teacher and two general education, monolingual certified teachers</p> <p>Types of materials: We will need the following materials for the development of the Curious Garden.: vegetable seeds, plastic planting pots, soil, leaf and flower trimmers, spray bottles, trowels, cultivators, rolling carrying bag for plants, / cart, portable irrigation system.</p>	

Cool Culture

Rationale: Cool Culture is proud to partner with 90 of NYC's best-loved museums, gardens, zoos and historic houses to provide the Cool Culture Family Pass to eligible Cool Culture families. The Family Pass helps parents, grandparents and caregivers to give their children cultural experiences that cultivate a love of learning! Cool Culture provides free, general admission to 90 cultural institutions including museums, botanical gardens, zoos and more!

Subgroups and grade levels of students to be served: Pre-Kindergarten and kindergarten children

Schedule and duration: Parents have unlimited use of the Cool Culture Pass to until the expiration date printed on the pass. Families have unlimited access to 90 cultural institutions around the city of New York including art centers, museums, zoos, historic houses and cultural events.

Language of instruction: Museums and attraction tours will be given in English and Spanish where available

Part C: Professional Development

Describe the school's professional development program for Title III Immigrant Funds program teachers as well as other staff responsible for delivery of instruction and services to these targeted immigrant students.

Description should Include:

- Rationale
- Teachers to receive training
- Schedule and duration
- Topics to be covered
- Name of provider

Begin description here: _____

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of immigrant students (including ELLs) that will impact higher achievement for these targeted students. Description should include:

- Rationale
- Schedule and duration
- Topics to be covered
- Name of provider
- How parents will be notified of these activities

Begin description here:

Rationale: Learning Leaders is organization dedicated to engaging families and communities to support student success. Research has shown having family members serve as Learning Leaders boosts student learning and positive child and youth development. The program offers a wide range of interactive parent workshops in multiple languages. The workshops cover topics including supporting literacy and math skills at home, understanding child and adolescent development and navigating the middle applications process. The program aims to help increase parent knowledge about the public school system and learning standards and to develop strategies for effectively supporting their children's education. Learning Leaders trains parent/ family volunteers to provide students with one-on-one tutoring in all academic subjects areas.

Schedule and duration: Learning Leaders will volunteer daily in classrooms.

Part D: Parental Engagement Activities

Topics to be covered: How support students in reading, writing, math, science, and social studies subject areas.

Name of the provider: Learning Leaders Program

How parents will be notified of these activities: Letters and flyers will be used to notify parents about the Learning Leaders Program. Additionally, we will be using the automated Robo calling system to send out additional reminders about the upcoming workshops, and school events where parents involved in the program can volunteer their time.

Part E: Budget

FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your budget matches your plan as described in Parts B, C, and D above.

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title
Professional salaries (Schools must account for fringe benefits.) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High-quality staff and curriculum development contracts 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be: <ul style="list-style-type: none"> – supplemental – additional curricula, instructional materials – 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 10	Borough Bronx	School Number 386
School Name School for Environmental Citizenship		

B. Language Allocation Policy Team Composition

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

Principal Lynnann Fox	Assistant Principal Ayisha Wade
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Regina Rodriguez	School Counselor Sujaya Walker
Teacher/Subject Area Ahmed Salama/ENL	Parent
Teacher/Subject Area Marguerite Douglas/ENL	Parent Coordinator Maria Amaya
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent Melodie Mashel	Other (Name and Title)

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	5	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area/common branch and TESOL certification	3
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	1
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	1

D. Student Demographics

Total number of students in school (excluding pre-K)	581	Total number of ELLs	206	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 checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" 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"/>

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
Dual Language														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	206	Newcomers (ELLs receiving service 0-3 years)	187	ELL Students with Disabilities	47
SIFE	3	Developing ELLs (ELLs receiving service 4-6 years)	19	Long-Term (ELLs receiving service 7 or more years)	0

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

	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	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	187	3	43	19	0	4	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	35	35	46	28	31	26								0
Chinese			1			1								0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1	2									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)	19	3	11	5	5	6								0
Emerging (Low Intermediate)	7	11	15	4	9	3								0
Transitioning (High Intermediate)	3	3	5	3	7	2								0
Expanding (Advanced)	6	15	13	11	5	11								0
Commanding (Proficient)	0	3	3	6	7	5								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					1	1								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		3	3	6	7	5								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	18	3	1	0	0
4	9	8	1	0	0
5	14	2	0	0	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	15	4	7	0	0	0	0	0	0
4	8	8	8	0	0	0	0	0	0
5	9	5	3	0	0	0	0	0	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	3	5	4	9	1	2	0	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.
 Our school uses the Fountas and Pinnell Benchmark Assessment System to assess the literacy skills of all students. According to our school data from October 2015, many of our ELLs showed improvement in reading but are reading significantly below grade level. This data is being used to plan for instructional groups and determine which academic intervention support is needed.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 NYSESLAT Data Patterns-
 1st Grade- The results of the 2015 NYSESLAT show that close to 50% of our ELLs are at the Expanding level. During the previous year, most of these students were either at the Beginning Level or Intermediate Level. Three of our students scored at the Commanding level. 9% of our 1st Grade ELLs are at the Transitioning Level, 28% are at the Emerging Level, and 7% are at the Entering Level.
 2nd Grade- The results of the 2015 NYSESLAT show that the majority of our 2nd grade ELLs are at the Emerging Level. Many of our Emerging ELLs that took the NYSESLAT in May had the most difficulty with Reading and Writing and this was reflected in their overall proficiency level. 19% of our ELLs are at the Entering Level, 14% are at the Transitioning Level, and 24% are at the Expanding Level. We didn't have any students that are at the Commanding Level based on the 2015 NYSESLAT. We do have 3 students that scored Proficient on the 2014 NYSESLAT.
 3rd Grade- The results of the 2015 NYSESLAT show that 50% of our ELLs are at the Expanding Level. 17% of our ELLs are at the Entering Level, 10% of our ELLs are at the Emerging Level, 10% of our ELLs are at the Transitioning Level, and 13% are at the Commanding Level.
 4th Grade- The results of the 2015 NYSESLAT show that 15% are at the Entering Level, 35% are at the Emerging Level, 27% are at the Transitioning Level, 19% are at the Expanding Level, and 4% are at the Commanding Level.
 5th Grade- The results of the 2015 NYSESLAT show that 20% are at the Entering Level, 13% are at the Emerging Level, 8% are at the Transitioning Level, 46% are at the Expanding Level, 13% are at the Commanding Level.
 NYSITELL Data Patterns- During this school year, a majority of our new admits in all grades scored at the Entering Level. The rest of

the new admits scored at either Emerging and Expanding level.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Our school uses data based on the NYSESLAT modalities to help teachers of ELLs plan accordingly for their students in literacy and other content areas. As of October 28, 2015, our school wasn't able to access the AMAO tool.

4. 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.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. New York State Math Exams- Based on the 2015 New York State Math Exams, the majority of our ELLs in 3 rd -5

th Grade scored a Level 1 or Level 2. Below is a breakdown per grade by percentage.

3 rd Grade- Level 1 73%, Level 2 27%, Levels 3 and Level 4 0%

4 th Grade- Level 1 67%, Level 2 33%, Levels 3 and 4 0%

5 th Grade- Level 1 82%, Level 2 18%, Levels 3 and 4 0%

New York State ELA Exams- Based on the 2015 New York State ELA Exams, the majority of our ELLs in 3rd-5th Grade scored at Level 1 or Level 2. Below is a breakdown per grade by percentage.

3 rd Grade- Level 1 82%, Level 2 14%, Level 3 4%, Level 4 0%

4 th Grade- Level 1 50%, Level 2 44%, Level 3 6%, Level 4 0%

5 th Grade- Level 1 88%, Level 2 12%, Levels 3 and 4 0%

New York State Science Exams- Based on the 2015 New York State Science Exams, the majority of our 4 th Grade ELLs scored at Level 2 or Level 3. Below is a breakdown by level.

Level 1- 12%, Level 2- 38%, Level 3- 42%, Level 4- 8%

The majority of our ELLs in 3 rd , 4 th , and 5 th grade took the NYS Math and NYS Science (4 th Grade) in English. They were able to use bilingual glossaries if needed. Our newcomer ELLs took these exams in Spanish. The majority of our Newcomer students scored Level 1 or Level 2. This has been a trend over the past few years.

NYSESLAT- The data below indicates the percentages for each proficiency level for the grade in which the ELLs took the NYSESLAT.

Kindergarten- Entering 7%, Emerging 28%, Transitioning 9%, Expanding 47%, Commanding 9%

1 st Grade- Entering 19%, Emerging 43%, Transitioning 14%, Expanding 24%, Commanding 0%

2 nd Grade- Entering 17%, Emerging 10%, Transitioning 10%, Expanding 50%, Commanding 13%

3 rd Grade- Entering 15%, Emerging 35%, Transitioning 27%, Expanding 19%, Commanding 4%

4 th Grade- Entering 20%, Emerging 13%, Transitioning 8%, Expanding 46%, Commanding 13%

5 th Grade- Entering 23%, Emerging 6%, Transitioning 12%, Expanding 47%, Commanding 12%

The majority of our ELLs who took the exam in Kindergarten, 2 nd Grade, 4th Grade, and 5 th Grade scored at the Expanding Level. In 1 st Grade and 3 rd Grade, the majority of our ELLs scored at the Emerging Level.

b./c. Our school currently doesn't administer the ELL Periodic Assessment.

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

Our school uses data to determine whether a child is Tier I, Tier II, or Tier III. Students who are Tier III are receiving At-Risk SETSS, Reading Recovery (1 st Grade), or 1:1 RTI support. Students who are Tier II are receiving RTI services in small groups with our RTI providers. Students who are Tier I use the iReady program for Reading and Math.

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

After a new admit is administered the NYSITELL, if the child's native language is Spanish then the Spanish LAB is administered. This helps to determine their level of proficiency in Spanish in the four modalities. In addition, students are asked to read a book and write a story in their native language. If the teacher feels that a child may be a SIFE, then the Literacy Evaluation for Newcomer SIFE (LENS) will be administered online.

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?

We currently do not offer a dual language program.

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

The success of our ELL program is evaluated through student performance. We use NYSESLAT, NYS ELA, and NYS Math exam results. In addition, we use data from the Fountas & Pinnell Running Records.

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.
Upon enrollment, parents are given the Home Language Identification Survey to fill out with one of our three certified ENL providers, Ms. Douglas, Mr. Salama, and Ms. Rodriguez. In order to accommodate parents in native language support during the intake process, parents are accompanied by a licensed pedagogue throughout each step of the process in order to obtain accurate information on the HLIS as parents complete this form. Mr. Salama and Ms. Douglas conducts informal oral interviews in English. Ms. Rodriguez conducts informal oral interviews in English and Spanish. If a parent speaks a language other than English or Spanish, we rely on family members who speak the native language and if necessary call the Translation & Interpretation office and request a interpreter. Based on the HLIS and the informal interview, Ms. Douglas, Mr. Salama and Ms. Rodriguez determine a student’s eligibility for NYSITELL testing. If a student is eligible for testing, then the NYSITELL is administered by Ms. Douglas, Mr. Salama or Ms. Rodriguez within the first 5 days of enrollment. The NYSITELL is used to determine the students’ status as an English Language Learner and their eligibility to receive services. If a student doesn’t pass the NYSITELL, they are administered the Spanish LAB if their HLIS indicates Spanish as their home language. Ms. Rodriguez administers the Spanish LAB.
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).
After new admits are administered the NYSITELL and the Spanish LAB (if applicable), their results are analyzed to assist the ENL provider and classroom teacher in planning for student instruction. If the ENL provider and classroom teacher see that the child is a possible SIFE, then they will be administered the SIFE questionnaire in their native language (if the language is available). They they will be administered the LENS on the computer. The results of the questionnaire and LENS will determine SIFE status.
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).
Any student who enters our school with an IEP will go through a different intake process. The Language Proficiency Team which consists of one of our assistant principals, our Special Education Coordinator, ENL teachers, and the student’s parent, will determine whether the student should take the NYSITELL. The team will look for evidence of language spoken in the home, an individual evaluation administered in the student’s home language, and if based on the evaluation it is discovered that the child’s disability will affect whether the student can demonstrate proficiency in English. If the team decides that the student may need ENL services, then the student will take the NYSITELL. If the team decides that the student doesn’t need ENL services and shouldn’t take the NYSITELL, the principal will decide whether she agrees or disagrees with the team’s decision. If the principal agrees with the decision, then this information is sent to the superintendent who will decide whether she agrees or disagrees. The parent will be notified within 3 days of the decision.
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.
The ENL providers send entitlement letters to parents whose child is eligible for ELL services based on the NYSITELL in the parent's preferred language. For those students who are not eligible for ELL services based on the NYSITELL, their parents receive a non-entitlement letter. Copies of these entitlement letters are placed in an ELL Documentation Binder and Student Cumulative Folders.
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 about the ELL status of their child through entitlement letters or nonentitlement letters sent by our ENL providers, Ms. Douglas, Ms. Rodriguez, and Mr. Salama. The letters inform parents about their right to appeal the decision within 45 days of enrollment. Copies of these letters are in our ELL Documentation binder in addition to the Student Cumulative Folders. Parents are also informed about their right to appeal at the ELL parent orientation provided by our ENL providers.
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.
Our school ensures that all parents of English Language Learners understand all three program choices (Transitional Bilingual Education, Dual Language, and Freestanding ENL). After parents fill out the Home Language Identification Survey, the ENL teachers determine a student’s eligibility for ELL services. Within 5 days of enrollment, parents are notified of their child’s ELL status. If a student is eligible for ELL services, the parents are sent an entitlement letter informing them of their child’s eligibility in addition to the ELL programs brochure and an invitation to an ELL Parent Orientation.

During the ELL Parent Orientation sessions, the ENL teachers confer with parents both collectively and individually to discuss the different ELL instructional programs offered in New York City. The Parent Orientation sessions are offered in the parents' preferred language. Prior to viewing the orientation video, the parents are given a brief introduction about CR Part 154.2 and the 3 program options available for their child. Parents are informed that bilingual classes are established at the school when 15 parents request the program across two grades. After the introduction, parents are given the opportunity to watch the orientation video in their preferred language. Parent Surveys and Program Selection forms are completed during the orientation to ensure their accuracy. Once all program selection forms have been completed, they are sorted by program selection. If a parent is unable to attend the parent orientation in person, parents are invited to speak with one of the ENL teachers about program options over the phone. Parents are given the option to watch the parent orientation video on their home computer through the NYC DOE website on the OELL Parent Page.

If it's shown that we have 15 or more parents across two grades that request bilingual, we send the parents from the previous year who requested bilingual education for their child a letter informing them of the possibility of opening a bilingual class.

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.

Parents are invited to attend the ELL Parent Orientation through the Entitlement letter sent by our ENL providers, Ms. Douglas, Ms. Rodriguez, and Mr. Salama. Parent Survey and Program Selection forms are sent with the Entitlement letters. These forms indicate the date that parents should return the form. For parents who aren't able to attend the ELL Parent Orientation, they have the option to fill out the form at home and return it by the date indicated on the bottom of the Program Selection Form. If parents haven't responded after several attempts, they are contacted by phone by a staff member.

Our school monitors parent program choice through an intake log. In addition to parent choice, this log indicates the home language, NYSITELL test scores, and the number of times a parent has been contacted.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ENL providers, Ms. Douglas, Ms. Rodriguez, and Mr. Salama frequently monitor which forms are missing from a student's record throughout the school year. We have an intake log that assists the ENL providers with tracking which forms are missing. The original copy of the Parent Survey and Program Selection Form is placed in the Student's Cumulative Folder. A copy is also placed in our ELL Documentation binder.
9. Describe how your school ensures that placement parent notification letters are distributed. After the intake process is complete, parents are notified of ELL program placement through a letter. Records of these letters are placed in our ELL documentation binder.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Copies of all ELL documentation are placed in our ELL documentation binder as well as in student cumulative folders.
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 during the New York State testing schedule. To ensure that all ELLs are administered the NYSESLAT, we print the RLAT to verify the English Language Learners in our school. The Speaking section of the exam is administered individually. Students that are serviced by Ms. Rodriguez are administered the Speaking section by Mr. Salama. Students that are serviced by Mr. Salama are administered the Speaking section by Ms. Rodriguez. Students that are in self-contained ESL classes are administered the Speaking section by either Ms. Rodriguez or Mr. Salama. The Speaking section is administered in this format per NYSED testing rules. The Listening, Reading, and Writing sections are administered in 3 sessions during the testing schedule. Students are administered the exam by grade or grade band. Students who are absent during one of the exam days are administered the exam when they return to school. At the end of each test day during the NYSESLAT testing schedule, we verify whether or not all ELLs took the exam.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. At the beginning of the school year or when a new student transfers to our school, parents are notified of whether ELL services will be continued through a letter. We keep copies of these letters in our ELL documentation binder.
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 program model is aligned with parent requests as the majority of our parents request free-standing ENL instruction for their children. For our incoming ELLs, some have requested bilingual while others requested free-standing ENL instruction. A determination on what classes we will be creating for our incoming classes when we have more students enrolled by the beginning of the school year.

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.

Starting in September 2015, the majority of our ELLs will be self-contained ENL classes. Our ELLs-SWDs will be placed in classes based on what is mandated on their IEP. Below is breakdown per grade:

Kindergarten- All ELLs who do not have an IEP will be in one class with a General Education teacher. One of our ENL teachers will push-in during the Literacy time 4 times a week. Each session will be 45 minutes. These sessions will service all ELLs regardless of proficiency level. For ELLs who are Entering or Emerging, these students will be pulled out for 180 minutes a week to receive stand-alone ENL instruction. As of right now, we do not have any ELLs with IEPs in Kindergarten. If this changes throughout the school year, these students will be pulled out during Literacy time and mainstreamed with the Kindergarten ELLs during Literacy. For ELLs who are Entering or Emerging, these students will be pulled out for 180 minutes a week to receive stand-alone ENL instruction.

1st Grade- All ELLs who do not have an IEP will be in one class with a General Education teacher. The only exception will be 2 ELLs who have an IEP for Speech services. One of our ENL teachers will push-in during the Literacy time 4 times a week. Each session will be 45 minutes. These sessions will service all ELLs regardless of proficiency level. For ELLs who are Entering or Emerging, these students will be pulled out for 180 minutes a week to receive stand-alone ENL instruction. ELLs in ICT or 12:1:1 Self-Contained classes will receive push-in and pull-out instruction. One of the ENL teachers will push-in during Literacy time for all ELLs regardless of proficiency level. For ELLs who are Entering or Emerging, these students will be pulled out for 180 minutes a week to receive stand-alone ENL instruction.

2nd Grade- All ELLs who do not have an IEP will be in a self-contained ENL class with a certified TESOL teacher. The only exception will be 4 ELLs who are repeating 2nd Grade. These students will receive 180 minutes of integrated ENL a week. Students who are Entering or Emerging will receive 180 minutes of Stand-Alone ENL a week. The ICT class will include ELLs with an IEP, 2nd Grade Holdover ELLs, and F-ELLs who scored Proficient on the 2014 NYSESLAT. One of our ENL teachers will push-in during the Literacy time 4 times a week. Each session will be 45 minutes. These sessions will service all ELLs regardless of proficiency level. For ELLs who are Entering or Emerging, these students will be pulled out for 180 minutes a week to receive stand-alone ENL instruction. F-ELLs who scored Proficient on the 2014 NYSESLAT, will receive 90 minutes a week of Integrated ENL. Students in the 12:1:1 Self-Contained Class will receive push-in services during the Literacy time 4 times a week. Each session will be 45 minutes. These sessions will service all ELLs regardless of proficiency level. For ELLs who are Entering or Emerging, these students will be pulled out for 180 minutes a week to receive stand-alone ENL instruction.

3rd Grade- All ELLs who do not have an IEP will be in one class with a General Education teacher. One of our ENL teachers will push-in during the Literacy time 4 times a week. Each session will be 45 minutes. These sessions will service all ELLs regardless of proficiency level. For ELLs who are Entering or Emerging, these students will be pulled out for 180 minutes a week to receive stand-alone ENL instruction. ELLs in ICT or 12:1:1 Self-Contained classes will receive push-in and pull-out instruction. One of the ENL teachers will push-in during Literacy time for all ELLs regardless of proficiency level. For ELLs who are Entering or Emerging, these students will be pulled out for 180 minutes a week to receive stand-alone ENL instruction. F-ELLs who scored Proficient on the 2014 NYSESLAT, will receive 90 minutes a week of Integrated ENL. These students will be in the ICT class.

4th Grade & 5th Grade- All ELLs who do not have an IEP as well as F-ELLs who scored Proficient on the 2014 NYSESLAT will be in a self-contained ENL class with a certified TESOL teacher. All students will receive 180 minutes of integrated ENL a week. Students who are Entering or Emerging will receive 180 minutes of Stand-Alone ENL a week. ELLs with IEPs in the ICT class and 12:1:1 will receive push-in services during the Literacy time by one of our ENL teachers 4 times a week. Each session will be 45 minutes. These sessions will service all ELLs regardless of proficiency level. For ELLs who are Entering or Emerging, these students will be pulled out for 180 minutes a week to receive stand-alone ENL instruction.
 - b. TBE program. *If applicable.*

Not applicable.
 - c. DL program. *If applicable.*

Not applicable.
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)?
 ELLs will receive 180 minutes a week of Integrated ENL in ENL/ELA regardless of their proficiency level. F-ELLs will receive 90 minutes a week of Integrated ENL in ENL/ELA. Entering and Emerging ELLs will receive 180 minutes a week of Stand-Alone ENL in addition to the 180 minutes of Integrated ENL.
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.
 Content area instruction is driven by student data collected by various assessment tools. The ENL program at our school is content based. Classroom teachers and ENL teachers plan their instruction cooperatively with emphasis on students' linguistics and cognitive needs. As an intrinsic part of ELL instruction, context plays a vital role in making content comprehensible for English Language Learners. Through cooperative planning, student data, carefully selected materials, and age and level appropriate texts, student learning is geared toward meaningful activities that connect their learning to real life. Our teachers use content area programs which are aligned to the Common Core Learning Standards. For reading and writing, we use the Teachers College Reading and Writing Program. Fountas and Pinnell's Leveled Literacy Intervention Program is used to support students reading below grade level. For Word Study, our teachers use Wilson's Foundations. Houghton Mifflin Harcourt's Go Math is used for Math. This program has different components for ELLs such as bilingual math boards, bilingual glossaries, and an ELL activity guide. The FOSS program is used for Science. This program provides online components, many visual aids, and materials in Spanish. For our Entering and Emerging students, the ENL teachers will use Houghton Mifflin Harcourt's On Our Way to English. Native Language materials for the languages represented in PS 386 are available within classroom libraries and in the ESL classroom. Native Language materials continue to be added as funds become available.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
 All new students whose native language is Spanish are given the Spanish LAB to test the level of proficiency in Spanish. In addition, students are asked to read stories in Spanish that are at different grade levels to test comprehension.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 Various times throughout the year, students are administered reading and writing assessments to show how much progress has been made during the year. Our students are administered the Fountas and Pinnell Reading Assessment 5 times a year. Formal writing assessments are administered 3 times a year. In addition, informal assessments and observations are conducted to show progress in listening and speaking.
6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status
- a. Our SIFE students will be in a self-contained ENL class. In addition, they will be pulled out by another ENL provider to accelerate language acquisition. They will be invited to our Newcomer After-School Program and/or ELL Saturday Academy (pending funding).
- b. Newcomers are provided services according to CR Part 154.2. Entering and Emerging students receive at least 360 minutes of ENL/ELA a week while Transitioning and Expanding students receive at least 180 minutes a week. They receive content-based instruction according to both their grade and proficiency levels. All Newcomers are invited to After-School and/or ELL Saturday Programs depending on funding.
- c. Developing English Language Learners receive instruction in Literacy and ENL to meet their needs. Students are encouraged to use graphic organizers and word walls to focus on vocabulary closely connected to content areas. All Developing ELLs are invited to After-School and/or ELL Saturday Programs depending on funding.
- d. Long Term ELLs will be provided language development support with an emphasis on academic language, academic vocabulary, writing, and oral language. Individualized instructional plans will be developed for long term ELLs based on their NYSESLAT results. In addition to the support services provided to long terms ELLs during the school day, they will be invited to participate in all ENL afterschool and/ or Saturday programs offered by the school.
- e. Former ELLs will be provided testing accommodations up to 2 years after testing proficient. In addition, former ELLs will remain in an ENL class or receive instruction from an ENL provider for 90 minutes a week.
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.
 Once the school receives a written request to initiate the re-identification process, all documents related to the initial or reentry identification process are reviewed. Ms. Rodriguez, Ms. Douglas and Mr. Salama review all of the student's work in English and in the home language. The NYSITELL is administered to the student if during the original determination it was deemed

unnecessary. The school consults with the parents. The ENL providers, Ms. Douglas, Ms. Rodriguez, and Mr. Salama conduct a meeting to review the results of a school-based assessment of the student's abilities in listening, speaking, reading and writing in English. The Committee on Special Education is consulted if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English. Based on the recommendation of the ELL the ENL providers and the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language. If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the relevant documents and recommendation are sent to the superintendent for review and final decision. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly. All notifications and relevant documents must be kept in the student's cumulative folder.

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?

In cooperation with the classroom teacher, all English Language Learners-Students with Disabilities receive content based instruction. They receive their mandated number of instructional ENL minutes per week based on their proficiency level. The focus in the pull-out sessions is to develop student's content area vocabulary as well as more individualized practice on content concepts. Using a variety of manipulatives, books, visual aids, and audio/video aids, the ENL providers help make content comprehensible for learners. To help improve reading and writing for all students including ELLs and SWDs, our school is continuing to use Teachers College program. The ENL providers also use the Fountas and Pinnell Leveled Literacy Intervention program for those ELLs-SWDs who are reading below grade level. In order to ensure that all ELL-SWDs receive their mandated services, the Special Education Coordinator and the ENL teachers review all IEPs to see which services the students are supposed to receive. We also note if a child's IEP indicates that he/she needs ENL instruction.

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?

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

Chart

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 Dually 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.

Chart

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 <i>per week</i> (540 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/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 <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.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/Content Area, <i>or</i> 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 Dually 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.

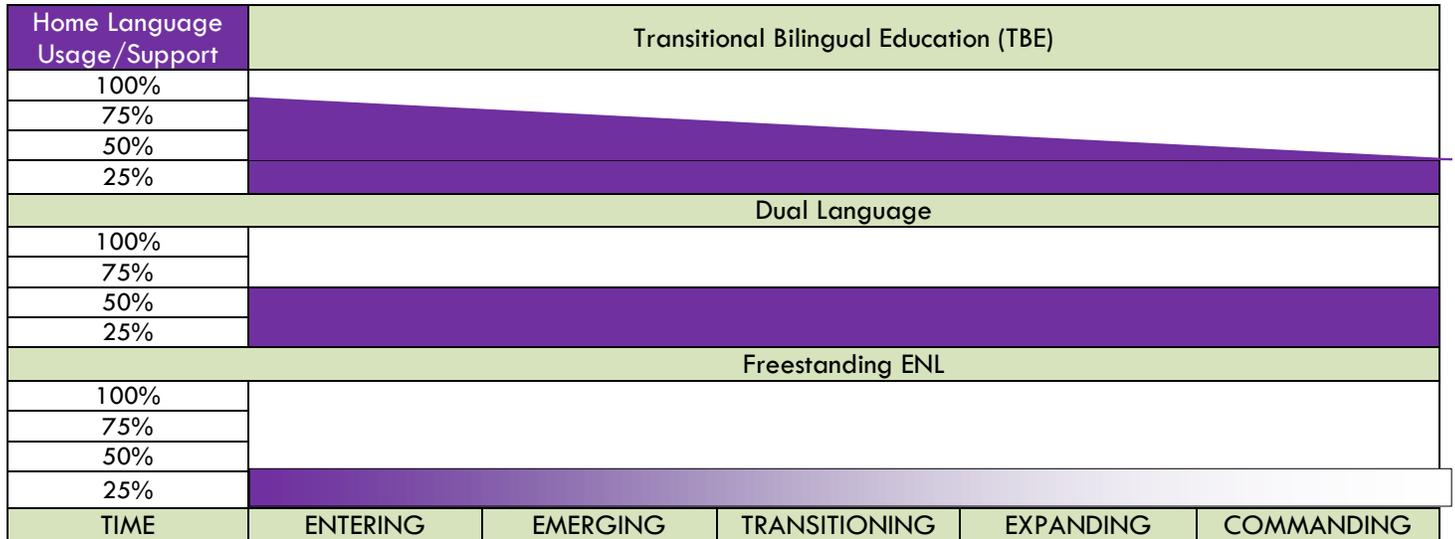


*Note “other approved services” does not apply to New York City at this time.

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. To determine whether a student is in need of intervention, our RTI providers administer a variety of assessments from Florida Center for Reading Research. Based on the assessments, if it is determined that the child needs intervention, they are placed in a group with students who have the same needs. Our school uses a variety of targeted intervention programs for students including ELLs. The Fountas and Pinnell Leveled Literacy Intervention System is used with ELLs who are reading significantly below grade level. In addition, some of our 1st grade ELLs are in the Reading Recovery program where they work 1:1 with the Reading Recovery teacher to improve their reading. Preventing Academic Failure is used for Reading and Spelling. Reading Rescue is used with our 1st graders who require 1:1 instruction in Reading. Each of the programs mentioned above are offered for 6 weeks. An evaluation is given after 6 weeks to determine whether a student still requires RTI. If so, they will get RTI for another 6 weeks.

The computer based program i-Ready provides personalized instruction in both math and ELA for students based on students unique areas of need. The iReady math diagnostic assessment is used to identify the student's areas of weakness. Based on the results of the diagnostic assessment, personalized student instruction is used to target students individual areas of need. The Full Options Science System, (FOSS) program provides hands-on learning and observation lessons which support language development for our ELL students. Foss resource books, student pages and assessments in both English and Spanish are used to provide ELL students intervention in science.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Because we have 5 certified ENL teachers in our school, this has helped ensure that all ELLs are receiving the ENL services they are entitled to. This has provided more effective instruction for all ELLs. We have noticed that a majority of ELLs have improved based on assessments.
12. What new programs or improvements will be considered for the upcoming school year?
- The ELLs in each grade will be grouped together unless they have an IEP. Because the ELLs will be grouped together, this will assist in providing more effective instruction for our ELLs. In addition for our Entering and Emerging ELLs, we will be using Houghton Mifflin Harcourt's On Our Way to English. This program was chosen as it is aligned to Common Core Learning Standards and provides differentiated instruction. Our Drama Cluster teacher will be teaching all of our ENL classes to provide our ELLs with Reader's Theater and help boost their public speaking and performance in English.
13. What programs/services for ELLs will be discontinued and why?
- We will not be discontinuing any programs/services for ELLs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs are invited to all school programs. Our Art teacher will continue his Art Program with our 5th Graders. We will continue to have academic After-School/Saturday programs. These programs will run for 6 weeks at a time. In addition, we hope to continue our partnership with Bronx Arts Ensemble where students had the opportunity to be in a chorus or dance team. We also hope to continue our partnership with Midori and Friends where students had the opportunity to learn about dances from Mexico.
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.
- Each classroom is equipped with a Smart Board where teachers can provide interactive lessons for all students including ELLs. In addition, laptops are available for students to use for the program iReady, Imagine Learning and other educational websites. In our school library and in classrooms, students have access to books in English and Spanish. In every classroom, there are word walls (including content specific word walls) and dictionaries in English and Spanish. For content areas, students are provided with bilingual glossaries. They also have access to visual aids and manipulatives they can use in their classroom.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- For our newcomer students, translations are provided when necessary. Bilingual dictionaries are available for all students. For students that are in a class where the teacher doesn't speak the native language, students are paired with a buddy who speaks the same language and can provide translation when necessary. Some of our ELLs-SWDs have a Bilingual Alternate Placement Paraprofessional to provide additional language support in the classroom.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- The required services support all ELLs. Resources correspond to ELLs' ages and grade levels. We focus on the student's age to service and support ELLs with academic activities. When grouping, we group students by grade and age.
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).
- We don't have any activities for newly enrolled ELLs before the beginning of the school year. If a parent enrolls their child during the school year, we provide school tours at a parent's request. We also invite them to any upcoming school activities. In addition, all

parents of newly enrolled students are given a welcome folder consisting of the family handbook, important school-related information, and resources.

19. What language electives are offered to ELLs?

Currently we don't offer language electives.

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)?

Not applicable.

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.)

The teachers in our school will attend workshops focused on ELL instruction in six week cycles in our school during our Monday and Tuesday Professional Development time. Below is a list of topics that will be focused on during our Professional Development Series.

 - Understanding Chancellor's Regulation Part 154.2 Changes
 - Content –Area Conversations How To Plan Discussion Based Lessons For Diverse Learners Chapter 1. Why Talk Is Important In Classrooms
 - Content –Area Conversations How To Plan Discussion Based Lessons For Diverse Learners Chapter 2. Fostering Academic Discourse by Douglas Fisher
 - Content –Area Conversations How To Plan Discussion Based Lessons For Diverse Learners Chapter 3. Planning for Purposeful Talk
 - Content –Area Conversations How To Plan Discussion Based Lessons For Diverse Learners Chapter 4. Creating an Environment for Talk
 - Content –Area Conversations How To Plan Discussion Based Lessons For Diverse Learners Chapter 5. Procedures for Classroom Talk
 - Content –Area Conversations How To Plan Discussion Based Lessons For Diverse Learners Chapter 6. Assessments of Classroom Talk

The Differentiated Classroom: Responding to the Needs of All Learners, Chapter 1. What Is A Differentiated Classroom?

The Differentiated Classroom: Responding to the Needs of All Learners, Chapter 2. The Underpinnings of Differentiation

The Differentiated Classroom: Responding to the Needs of All Learners, Chapter 3. Rethinking How We Do School—and for Whom

The Differentiated Classroom: Responding to the Needs of All Learners, Chapter 4. Learning Environments That Support Differentiated Instruction

The Differentiated Classroom: Responding to the Needs of All Learners, Chapter 5. Good Curriculum as a Basis for Differentiation

The Differentiated Classroom: Responding to the Needs of All Learners, Chapter 6. Teachers at Work Building Differentiated Classrooms

The Differentiated Classroom: Responding to the Needs of All Learners, Chapter 7. Instructional Strategies That Support Differentiation

The Differentiated Classroom: Responding to the Needs of All Learners Chapter 8. More Instructional Strategies to Support Differentiation

The Differentiated Classroom: Responding to the Needs of All Learners Chapter 9. How Do Teachers Make It All Work?

The Differentiated Classroom: Responding to the Needs of All Learners Chapter 10. Education Leaders as Catalysts for Differentiated Classrooms
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?

Teachers are notified of upcoming professional development through the weekly e-mail from the Office of English Language Learners. These workshops have included Math and Literacy in relation to the Common Core Learning Standards. In addition, the Teachers College Reading and Writing Project offers workshops for teachers of ELLs. Throughout the year, teachers will be attending workshops offered by the OELL, Teachers College, and our network 606.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The guidance counselor informs teachers of the middle school process including requirements for specialized schools. To make the transition from elementary to middle school easier for our fifth grade ELLs, parents are provided with the opportunity to come to school workshops that discuss the Middle School Choice process as well as the procedures for applying to middle school. All parents and Spanish speaking children are informed of bilingual programs of study in their zone and are guided to select the bilingual program of study in their chosen schools on the applications. Directories and open house flyers and invitations are also given out in both English and Spanish and other languages if requested. Our guidance counselor has received professional development on the middle school application process. She has shared her information with administrators and school staff.
4. 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.

The professional development sessions will be delivered in six week learning cycles. To address the professional development mandates for all teachers, the teachers will participate in professional learning cycles guided by the book, Content-Area Conversations: How to Plan Discussion- Based Lessons for Diverse Language Learners. Through this book study teachers will acquire best practices for planning by integrating language in content instruction for all learners. English as New Language teacher's professional development mandates will be fulfilled by participating in a professional development cycle guided by the text, The Differentiated Classroom: Responding to the Needs of All Learners. Teachers will learn to apply differentiation principles and strategies to respond to the needs of all learners. The ENL professional development cycles explained in detail in the our school-wide profesional development plan. The

Professional development agendas, sign-in sheets and materials are stored in the Professional development binder in the principal's office.

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?

ENL providers will have annual individual meetings with parents of ELLs during the parent engagement time on Tuesday afternoons. Teachers will discuss student progress as well as assessment results. These meetings will be offered in the parents preferred language.

Question 2 Response:

We will be keeping records of annual meetings and parent outreach in our ELL Documentation binder.

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.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. All parents including our ELL parents are invited to all family events including Family Fun Night, Evening Parent Workshops, and Honors Night. In addition, we have a monthly Chat and Chew with the Principal, Parent Association Meetings, and Father's Club. During the next school year, we plan on having a Mother's Club and offer English classes for parents.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school has a partnership with the Good Shepherd organization. They provide an after-school program for students including ELLs. In addition, our school is working with the Bronx Arts Ensemble who are a part of our Enrichment After School program.
5. How do you evaluate the needs of the parents? The Learning Environment Survey provides useful information on parental needs. The Parent Association provides a forum for parents to share their needs during their monthly meetings and bring concerns of parents to the School Leadership Team to be addressed. The Parent Association President conducts the monthly meetings in English and Spanish. Our bilingual Parent Coordinator also has frequent interactions with parents which enable her to assess their needs as well. Based on these conversations, as well as teacher input, future community activities and workshops are created.
6. How do your parental involvement activities address the needs of the parents? Using the requests from parents and feedback from staff and teachers, we provide activities and workshops that help parents be more involved in the school community.

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.

Part VI: LAP Assurances

School Name: School for Environmental Citiz

School DBN: 10X386

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)
Lynnann Fox	Principal		10/29/15
Ayisha Wade	Assistant Principal		10/29/15
Maria Amaya	Parent Coordinator		10/29/15
Regina Rodriguez	ENL/Bilingual Teacher		10/29/15
	Parent		
Ahmed Salama	Teacher/Subject Area		10/29/15
Marguerite Douglas	Teacher/Subject Area		10/29/15
	Coach		
	Coach		
Sujaya Walker	School Counselor		10/29/15
Melodie Mashel	Superintendent		10/29/15
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **10X386** School Name: **Sch**
Superintendent: **Melodie Mashel**

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.learnndoe.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.

An intake interview is conducted with each family during student registration at the beginning of the school year or when a child is first enrolled. During this interview, parents fill out the Home Language Identification Survey. The HLIS indicates the languages spoken at home and which language(s) parents prefer to receive notifications. The RAPL and UPPG reports on ATS provides the languages our parents prefer for all of our families. This helps us to determine how best to serve the students and families of our community. It also allows us to gather information about the translation needs of our families. Our Parent Coordinator continues to communicate with families of students already enrolled to ensure up-to-date information regarding translation needs. Blue Student Emergency Contact cards are available in English and Spanish. Parents fill out these forms in their preferred language. Monthly calendars, grade level newsletters, and notices about events are sent home to maintain the school-home connection.

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 prefer the following languages: English, Spanish, Chinese, Bengali, and Urdu.

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.)

All letters to parents, the NYC DOE Citywide Behavioral Expectations, permission slips for trips and afterschool programs, event flyers, event invitations, class newsletters, monthly school calendars, and Robo call communications are sent in home in both English and Spanish.

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.

5 Parent-Teacher Conferences, all parent meetings, monthly parent workshops, monthly Family Fun Nights, Parent Chat and Chew meetings with the principal, Tuesday Parent Engagement Sessions, monthly Character of the Month and Student of the Month Breakfast events, disciplinary conferences, attendance meetings, Fathers and Mother Club meetings, all IEP meetings guidance counselor meetings with parents, and daily parent conversations with parents and families.

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.

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

2. Describe 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 Parent Coordinator is available to translate during family meetings. During Parent-Teacher Conferences, the Parent Coordinator as well as other Spanish-speaking staff members are available to translate. For interpretation for languages other than Spanish, teachers will use over-the phone interpreters from the Translation and Interpretation Unit. As with the written translation services, our parent coordinator actively seeks out community members to provide oral interpretation services in languages other than English and Spanish.

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.)

In September, the staff received the Chancellors Regulation A- 663 on translation and interpretation. The staff will be given training on accessing translation and over-the-phone interpretation services from the translation unit, an Over-the-phone card, and a copy of the Parents Bill of rights will also be given to school staff. Staff members will also receive monthly e-mail reminders about the services the Office of Translation and Interpretation Unit offers.

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 Bill of Parent Rights and Responsibilities, which includes information regarding translation and interpretation services, will be distributed to families. In addition, signs notifying parents of translation services will be posted prominently in the main office. All documentation can be found on the Translation and Interpretation's Unit's Intranet page.

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)

Parents will receive a satisfaction survey to evaluate the translation and interpretation services offered at our school.