



**JOHN WAYNE ELEMENTARY
P.S. 380**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 14K380
ADDRESS: 370 MARCY AVENUE, BROOKLYN, NEW YORK 11206
TELEPHONE: (718) 388-0607
FAX: (718) 599-3231**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 380 **SCHOOL NAME:** John Wayne Elementary

SCHOOL ADDRESS: 370 Marcy Avenue, Brooklyn, New York 11206

SCHOOL TELEPHONE: (718) 388-0607 **FAX:** (718) 599-3231

SCHOOL CONTACT PERSON: Diane Vitolo **EMAIL ADDRESS:** dvitolo@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Victoria Prisinzano

PRINCIPAL: Diane Vitolo

UFT CHAPTER LEADER: Donna Rodriguez

PARENTS' ASSOCIATION PRESIDENT: Rebecca Romero

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 14 **CHILDREN FIRST NETWORK (CFN):** 307

NETWORK LEADER: Ada Orlando

SUPERINTENDENT: James Quail

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Victoria Prisinzano	Designee (Assistant Principal)	
Donna Rodriguez	UFT Chapter Chairperson	
Rebecca Romero	PA/PTA President	
Clarivel Aguilar	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Michele Petrie	Teacher	
Laura Cooper	Teacher	
Maria O'Donnell	Teacher	
Jillian Fortuna	Parent	
Anabel Cruz	Parent	
Lisa Connors	Parent	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The John Wayne Elementary School is devoted to providing a safe and nurturing environment to encourage meaningful learning. Through a collaborative effort, the “team at P.S. 380” – parents, staff and administrators – is committed to the vision that each and every pupil of the John Wayne Elementary School can and will meet the highest standards of educational excellence. The students of P.S. 380 shall be successful, literate and lifelong learners prepared for the future and empowered to strive for excellence, to love learning, and maximize their potential.

The John Wayne Elementary School is a multicultural, multi ethnic school that offers a strong and comprehensive academic program that provides a solid foundation in reading and mathematics. P.S. 380 is a Pre-Kindergarten through Grade 5 elementary school located at 370 Marcy Avenue in the Williamsburg section of Brooklyn. The student population that consists of 572 pupils is predominately Hispanic 68%, African-American 23%, White 9%. The student body is composed of 51% male and 49% female, 78.6% of the students are eligible for free lunch. The John Wayne Elementary School also houses 141K, a District 75 Program. This program has classes on the first and second floors in our building. P.S. 380 prides itself in having a very active and supportive Parent Teacher Association.

The administrators, staff and parents at P.S. 380 work diligently to emphasize the importance of attendance as a vital integral part of the learning process. There was a 95% attendance rate at P.S. 380. Classroom teachers are supported by a number of pull-out and push-in programs and Related Services. Both Reading and Mathematics instruction is delivered using a combination of strategies which support the MacMillan series in Literacy and Math in combination with the Workshop Model of instruction.

In addition, a phonetic program called Foundations is provided in grades K-2. Math instruction is implemented through cooperative learning and hands-on strategies. Both subject areas are part of a comprehensive instructional test sophistication program. The use of computers is very important to the learning environment at P.S. 380. The students receive computer lab instruction. In addition, computers in the classroom are also used in the areas of language arts and math to reinforce fundamental skills. There is a computer in every classroom.

At P.S. 380 there is a direct link between general education and special education. Students from our 12:1:1 classes are screened to determine eligibility for mainstreaming. There is ongoing communication from the IEP Team to the staff and parents. General education and special education teachers meet on an ongoing basis. Both groups of teachers continuously share and exchange ideas, techniques and strategies for teaching.

The administration of the John Wayne Elementary School profoundly believes that by empowering people, fostering and supporting a love for learning and involving the school community to participate in the decision making process, we will attain our goal of enhancing the learning process and having every student placed in our trust meet the highest standards of education excellence.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 380 – John Wayne Elementary				
District:	14	DBN #:	K380	School BEDS Code:	331400010380

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<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	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	52	51	47		94.7	94.9	TBD		
Kindergarten	52	74	79						
Grade 1	81	77	73	Student Stability: % of Enrollment					
Grade 2	72	84	85	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	71	73	74		96.4	94.6	TBD		
Grade 4	55	73	78						
Grade 5	65	50	69	Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					78.1	78.1	88.4		
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					1	10	TBD		
Grade 12									
Ungraded	31	13	48	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	479	495	553		4	1	3		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	59	51	59	Principal Suspensions	0	0	TBD		
No. in Collaborative Team Teaching (CTT) Classes	6	6	1	Superintendent Suspensions	0	0	TBD		
Number all others	26	35	41						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	24	26	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	82	81	87	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	38	1	46	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	47	48	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	19	17	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	9	11	TBD
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.0	0.2	0.2	Percent more than two years teaching in this school	63.8	81.3	TBD
Black or African American	24.4	23.6	23.1	Percent more than five years teaching anywhere	46.8	50.0	TBD
Hispanic or Latino	65.8	67.7	68.4				
Asian or Native Hawaiian/Other Pacific Isl.	0.4	0.8	1.4	Percent Masters Degree or higher	87.0	92.0	TBD
White	9.4	7.7	6.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	98.2	TBD
Multi-racial							
Male	53.6	52.7	50.5				
Female	46.4	47.3	49.5				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	X			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)			Secondary Level (✓)	
	ELA:	X		ELA:	
	Math:	X		Math:	
	Science:	X		Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	X	X	X				
Ethnicity							
American Indian or Alaska Native							
Black or African American	X	X	-				
Hispanic or Latino	X	X					
Asian or Native Hawaiian/Other Pacific Islander		-					
White	-	-	-				
Multiracial							
Other Groups							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	X	X					
Student groups making AYP in each subject	4	4	1				

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	89.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	15	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	25	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	47.6	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	1.5	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

- * **P.S. 380 has consistently received an "A" on its progress report for the last 3 years.**
- * **Steady progress in both student proficiency and performance on standardized test results.**
- * **P.S. 380 has received extra credit for exemplary gains in closing the Achievement Gap on the Progress Report.**
- * **The school has an excellent understanding of its data and uses it effectively to make strategic decisions.**
- * **The very strong involvement of students in tracking their own progress ensures that they and their parents are well-informed about their academic growth.**
- * **Accountability systems are highly effective in ensuring that students receive quality differentiated instruction that meets their needs.**
- * **The information gathered from the regular monitoring of instruction is used to provide highly effective professional development for all teachers.**
- * **Excellent relationships between staff and students promote an environment of respect and trust which nurtures students emotionally and academically.**
- * **The expansion of Computer Technology to include parent training in the use of ARIS and overall navigation of the computer.**
- * **A highly effective Academic Intervention team exists to address the needs of all students.**
- * **100% of all teachers involved in Inquiry work across all grade levels - SWP.**

BARRIERS

* **Budget allowances to provide:**

- **continued services for our “at risk” students**
- **enrichment for high performing students**
- **continuation of our ART program for all students**

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) *In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section.* (2) *Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.* (3) *When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.*

- 1) **To continue to set high standards for achieving Literacy success, students in grades K-5 will make appropriate grade progress in reading assessment levels using the Fountas-Pinnell reading inventory system. The assessments will be administered 4 x’s per year (September, December, March, and June). The September results will provide the baseline to be used.**

Kindergarten – 82% of students will increase one or more reading levels or attain a level A by December 2010, a level B by March 2011, and a level C by June 2011.

Grade 1 – 82% of students will increase one or more reading levels or attain a level D by December 2010, a level G by March 2011, a level I by June 2011.

Grade 2 – 82% of the students will increase one or more reading levels or attain a level J by December 2010, a level K by March 2011, a level L by June 2011.

Grade 3 – 82% of the students will increase one or more reading levels or attain a level M by December 2010, a level N by March 2011, a level O by June 2011.

Grade 4 – 82% of the students will increase one or more reading levels or attain a level P by December 2010, a level Q by March 2011, a level R by June 2011.

Grade 5 – 82% of the students will increase one or more reading levels or attain a level S by December 2010, a level T by March 2011, a level U by June 2011.

- 2) To continue to expand our Inquiry Team work by including all classroom teachers on every grade for the purpose of analyzing student data and providing differentiated instruction. By September 2010, 100% of all teachers will be involved in the school's inquiry work. Inquiry Binders containing targeted groups, lesson plans, assessment results and teaching strategies will be kept on file. Student progress will be tracked and monitored.
- 3) To modify and expand a coherent and rigorous curriculum (horizontally and vertically) across all grades K-5 through the use of SMART Goals. By September 2010, 100% of all grade level teams will be engaged in curriculum mapping and/or the use of pacing calendars in all subject areas integrating all literacy content areas which will address the new Core Curriculum Standards and NY State Standards.
- 4) Students in grades K-2 will make significant gains in vocabulary development and reading comprehension.
 - * 82% of the students in grade K will receive a level 2 on the "Concept of Print" and "Emergent Reading" strand of ECLAS in May 2011.
 - * 82% of the students in grade 1 will receive a level 4 on the "Reading Accuracy" and "Reading Comprehension" strand of ECLAS in May 2011.
 - * 82% of the students in grade 2 will receive a level 6 on the "Reading Accuracy" and "Reading Comprehension strand of ECLAS in May 2011
- 5) During the 2010-2011 school year, a uniform delivery of Science instruction will be provided by the Science cluster teacher and all classroom teachers. This will result in 82% of all students in Grade 4 mastering the NYS Science standards as measured by the NYS Science exam.
- 6) 82 % of all students in grades K-5 will meet their Math goals on their monthly assessments developed by our Math Coach and ultimately achieve a level 3 or 4 on the NYS Standardized Math Exam.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): LITERACY – K – 5

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To continue to set high standards for achieving Literacy success, students in grades K-5 will make appropriate grade progress in reading assessment levels using the Fountas-Pinnell reading inventory system. The assessments will be administered 4 x’s per year (September, December, March & June). The September results will provide the baseline to be used.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> * Well planned daily instructional lessons in Shared Reading will be delivered. * Literacy Coach made assessments with skills analysis will be administered on a monthly basis in Grades 2-5. * Book baggies containing “just right” books for independent readers will be utilized. * AIS student support in the form of independent and small group instruction will be provided. * Reading level assessments will be administered 4 x’s per year with feedback to parents/guardians. * Formal and informal observations of teacher instruction will be conducted. * Teacher made assessments will be utilized to track students’ progress. * Daily read-alouds, independent reading and reading homework assignments. * Daily instruction in Phonics (grades K-2). * Daily instruction in test sophistication in grades 3-5.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Funding Sources</p> <ul style="list-style-type: none"> * Tax Levy (FSF) * Title I – Basic (SWP) * Title I – ARRA (SWP) * Literacy Coach * Classroom Teachers * Title II - Part A
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> * Tracking and monitoring the reading assessment levels of all students through folders which will be reviewed by administrators, AIS Team members and classroom teachers. * Progress monitoring charts will be sent to parents/guardians 4 x's per year. * Students will be able to identify their individual reading assessment levels and their individuals goals (placed on desks). * Teacher binders containing all student data, conference notes and instructional strategies will be kept on file. * Tracking and monitoring schoolwide and teacher made assessments. * Maintaining student reading logs. * Teacher lesson plans and assessments in all literacy aseas.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): **INQUIRY WORK**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To continue to expand P.S 380’s Inquiry Team work by including all teachers for the purpose of analyzing student data and providing differentiated instruction.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> * The inquiry work binders formulated at the end of the 2010 school year will be reviewed to share and reflect on the overall inquiry findings, end of the year reflection, research articles and the Share-Fair Project (action research display). * A baseline assessment will be administered to all students for the purpose of determining the inquiry group, as well as the skills/areas of weakness for instructional focus. * 100% of our teachers will meet on a weekly basis with the Literacy Coach, AIS Team Leader, Grade Facilitator and Assistant Principal to review, discuss and analyze inquiry data and differentiated instructional strategies. * Agendas and attendance logs will be maintained by all constituents. * Three skills will be covered and a benchmark will be provided at the end of each instructional cycle (8-10 weeks). In addition, student and teacher reflections as well as low inference observations will culminate each inquiry cycle. * All inquiry work will be tracked and monitored through conferencing and benchmark assessments.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Funding Sources</p> <ul style="list-style-type: none"> * Tax Levy (FSF) * Title I – Basic (SWP) * Title I – ARRA (SWP) * Title II - Part A * AIS Team - Staff Developer * Literacy Coach * Classroom Teachers
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> * Agendas and attendance logs kept on file. * Up to date binders containing: <ul style="list-style-type: none"> * Inquiry Plan with specific goals * Identified group of students * Research based strategies to be utilized * Student assessments and conference notes for each cycle * Student Work * Student and teacher reflections for each cycle * Teacher low-inference observations * Bulletin boards displaying benchmark results on every grade will be evident throughout the building. * The targeted students will provide a self-evaluation at the end of each instructional cycle.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**SMART GOALS/
CORE CURRICULUM STANDARDS
NY STATE STANDARDS**

Subject/Area (where relevant):

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To modify and expand a coherent and rigorous curriculum (horizontally and vertically) across all grades K-5 through the use of SMART Goals, curriculum mapping, pacing calendars, and the Core Curriculum State Standards and NYS Standards.</p>								
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> * To distribute all curriculum maps, SMART Goals and pacing calendars to be implemented in our instructional program in all subject areas. * 3 to 5 common preparation periods will be provided each week for grade level teams to meet and plan instructional strategies based on the new Core Curriculum Standards/NYS Standards. * SMART Goals and CCSS will be prominently displayed in every classroom and throughout the school. * Lessons will address both the new Core Curriculum State Standards and NYS Standards. * Teachers will review goals and standards with students on a regular basis. 								
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Funding Sources</p> <table border="0"> <tr> <td>* Tax Levy (FSF)</td> <td>* AIS Team-Staff Developer</td> </tr> <tr> <td>* Title I – Basic (SWP)</td> <td>* Literacy Coach</td> </tr> <tr> <td>* Title I – ARRA (SWP)</td> <td>* Classroom Teachers</td> </tr> <tr> <td>* Title II - Part A</td> <td></td> </tr> </table>	* Tax Levy (FSF)	* AIS Team-Staff Developer	* Title I – Basic (SWP)	* Literacy Coach	* Title I – ARRA (SWP)	* Classroom Teachers	* Title II - Part A	
* Tax Levy (FSF)	* AIS Team-Staff Developer								
* Title I – Basic (SWP)	* Literacy Coach								
* Title I – ARRA (SWP)	* Classroom Teachers								
* Title II - Part A									

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- * **All classroom teachers, grade facilitators, Coaches and the administrative team will maintain copies of all goals, maps and calendars in binders.**
- * **All standards will be prominently displayed throughout the school building.**
- * **All curriculum maps will include the identification and correlation of the New Core Curriculum State Standards/NYS Standards.**
- * **All assessment results based on the curriculum maps, goals and core standards will be reviewed, tracked and monitored. These assessment results will be kept on file.**
- * **Bulletin boards will display task sheets including the CCSS/NYS Standards.**

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): LITERACY K-2

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Students in grades K-2 will make significant gains in vocabulary development and reading comprehension.</p>	
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> * Early Childhood teachers will meet weekly with the Literacy Coach and Early Childhood Coordinator to plan and review literacy lessons. * All teachers will plan and implement a literacy program that includes: <ul style="list-style-type: none"> *70 minute reading block (Shared Reading) (5 x's per week) *35 minute phonics program (Foundations) (5 x's per week) *45 minute writing block (Teacher's College) (3 x's per week) * Teachers will administer and monitor students' progress from a variety of assessments, such as: reading levels, ECLAS results, Foundations assessments, Dibels (3 x's per year), teacher made vocabulary exams and conference notes. * AIS will be provided for at-risk students. * Formal and informal observations by supervisors to ensure the implementation of the literacy program. 	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Funding Sources</p> <ul style="list-style-type: none"> * Tax Levy (FSF) * Title I – Basic (SWP) * Title I – ARRA (SWP) 	<ul style="list-style-type: none"> * Literacy Coach * Classroom Teachers * Title II - Part A

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- * **Teacher lesson plans, curriculum maps, curriculum goals, pacing calendars and lesson plans.**
- * **Results of assessments - reading levels, teacher-made vocabulary tests, ECLAS, Foundations unit tests and probes, Dibels testing, teacher conference notes and students' portfolios.**

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): **SCIENCE**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>During the 2010-2011 school year, a uniform delivery of Science instruction will be provided by the Science cluster teacher and all classroom teachers. This will result in 82% of all students in Grade 4 mastering the NYS Science standards as measured by the NYS Science exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> * All students will learn concepts which are consistent with the New Performance Standards including the National Core Content Standards and benchmarks for Science Literacy in grades K-5. * All grades will implement a pacing calendar and Science Goals with benchmarks in grades K-5. * Continued use of concrete materials and hands-on activities to enhance learning through investigation as well as the application of higher thinking skills will be provided. * Develop and expand test taking techniques and test application skills to prepare for the grade 4 ESPET exam. * An additional Science period per week for all grade 4 students will be provided. * The Science cluster teacher will continue in her role as Science coordinator. * Provisions for differentiated and small group instruction. * To acquire and implement additional reading materials that are consistent with the performance standards and appropriate curriculum. * Science enrichment during early morning AIS - 4 x's per week.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> * Science Cluster Teacher * Classroom Teachers * AIS Team/Staff Developer * Title I Basic (SWP) * Title I ARRA (SWP) * Title II - Part A
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> * Curriculum benchmarks with assessments * Collaborative engagement in experiments/activities * Classwork and homework assignments * Chapter tests

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): **MATH**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>82 % of all students in grades K-5 will meet their Math goals on their monthly assessments developed by our Math Coach and ultimately achieve a level 3 or 4 on the NYS Standardized Math Exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> * The implementation and utilization of lessons aligned to a pacing calendar, curriculum mapping and students goals by grades K-5 which address the NY State Standards and Core Curriculum State Standards. * The use of monthly Math assessments generated by our Math Coach in grades K-5 with skills analysis in grades 2-5. * Small group instruction and differentiated instruction activities provided on a needs basis resulting from the skills analysis results. * Portfolio work - 5 pieces entered in each student's portfolio addressing successful completion of Math Goals. * Math Facts Contest - 3 x's per year * Teacher made assessments. * Daily classwork and homework assignments. * Individual student goals (on desk). * Instruction in Mathematics Test Sophistication (2 x's per week). * Small group - differentiated instruction - "Concept Day" on a weekly basis.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> * Math Coach * Classroom Teachers * AIS Team/Staff Developer * Tax Levy (FSF) * Title I - Basis (SWP) * Title I - ARRA (SWP) <p style="text-align: right;">* Title II - Part A</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> * Student portfolios with appropriate entries. * Review of all prescribed lessons aligned to state standards (binders). * Results of skills analysis and provisions for differentiated instruction. * Conference notes/lesson plans. * Student graphing of their individual assessment results.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	45	45	N/A	N/A	1	0	0	0
1	51	51	N/A	N/A	0	8	1	0
2	52	52	N/A	N/A	0	7	1	0
3	48	48	N/A	N/A	0	4	1	0
4	45	45	6	6	0	6	1	0
5	38	38	7	7	0	5	0	0
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	K-2 Double Dose Foundations, Reading Re-Teach, Barnell Loft Skills, Kaplan Test Strategies 2-5, Small Group Instruction, 1:1 Instruction, After School & Saturday Academy 3-5, Great Strides 3-5, Push In and Pull Out Programs during school day.
Mathematics:	K-5 Re-Teach Math Connects, Test Ready, Steck-Vaughn, After School & Saturday Academy 3-5, Coach, Kaplan, Push In and Pull Out Programs during school day.
Science:	McMillan Science Series & Manipulative Kits, Small Group Instruction
Social Studies:	McMillian Social Studies, Map Skills, DBQ's, Small Group Instruction
At-risk Services Provided by the Guidance Counselor:	Individual Reading and Writing activities – once per week, small group instruction, PRIM
At-risk Services Provided by the School Psychologist:	One to One – skills reinforcement- twice per week Reading, Writing and Math, PRIM
At-risk Services Provided by the Social Worker:	One to One – skills reinforcement Reading, Writing and Math, PRIM
At-risk Health-related Services:	Asthma classes with school nurse, Fitnessgram, Nutrition Classes by P.E. Teacher

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) K-5 Number of Students to be Served: 115 LEP Non-LEP

Number of Teachers 2 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities;

number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

P.S. 380 provides literacy instruction using the Writing Workshop model, components of the Reading Workshop Model, and a Shared Reading Program. Students also participate in guided reading and receive direct instruction in grammar and handwriting. Students in grades K-2 are taught phonics using the Foundations program. Mathematics instruction is provided using the Macmillian Math Connects program: In addition, these students receive instruction in Science and Social Studies. Students receive supplemental instruction from the school's science cluster teacher. The curriculum is the same for all general education students in the school. However, ELLs also receive ESL instruction during push in and pull-out periods to support this curriculum as well as differentiated instruction in their regular classroom. A bilingual Yiddish/English Special Education program provides classes in English and Yiddish. AIS instruction in Reading and Math is provided for all at risk students.

Description of the school instructional Title III program:

The target population for P.S. 380's Title III program is ELLs and former ELLs in grades 3 - 5. The purpose of this program is to prepare these students for the New York State English Language Arts and Mathematics exams. Classes in this program will meet after school twice a week for 15 weeks (30 sessions). Each session will last for 2 hours from 3:00 pm to 5:00 pm. All instruction will be given in English. In addition, students will attend a "Saturday Academy" for 5 consecutive weeks. Our "Saturday Academy" will prepare our ELLs in grades 2-5 for the NYSESLAT. This program will be held on the 5 Saturdays from 9:00 am - 12:00 pm.

All Title III program classes will be taught by our two certified ESL teachers. However, in order to provide small group instruction the program will also be staffed by experienced classroom teachers. The paraprofessional will be used to provide one to one and/or small group instruction in Reading and Math to address the needs of our ESL students. The paraprofessional will work under the teacher's direction. The following programs/materials will be used for the After School Program and Saturday Academy for our ELL students.

After School Program - Grades 3 - 5

Kaplan Test Companion - NY English Language Arts - Gr. 3 -5

Kaplan Test Companion - NY Math - Aligned to Common Core Standards - Gr. 3 -5

ELL Saturday Academy - Grades 2 - 5

Empire State NYSESLAT - Continental Press - Grades 2-5

Finish Line for ELLs - English Proficiency Practice- Continental Press - Grades 3-5

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Assessing Reading Levels – September 24, 2010

All about ELA – October 1, 2010

CCSS Training - November 2, 2010

Shared Reading for ELLs – November 5, 2010

Making Data Work For You – December 3, 2010

Conferencing – December 17, 2010

NYSESLAT/Lab R – March 25, 2011

Foundations – April 15, 2011

Speech Benchmarks – June 3, 2011

The target audience for these sessions will be P.S. 380’s two ESL teachers, classroom teachers, the AIS leader, the Math Coach, the Literacy Coach, the Principal and the Assistant Principal.

The school’s professional development activities will also include three after school sessions that will last for two hours each for teachers and staff participating in the Title III program. These sessions will include:

- * **Strategies for ELA Test Preparation for ELL students**
- * **Strategies for Math Test Preparation for ELL students**
- * **NYSESLAT Test Preparation**

Section III. Title III Budget

SEE ATTACHMENT B - LAP PLAN AND SAMPLE SCHEDULE

School: P.S. 380 BEDS Code: 331400010380

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) - 60% - Per session	\$ 10,608.90	<u>Saturday Academy for ESL's and General Ed Teachers to support ELL Students:</u> 3 teachers x 3 hours x 5 days x \$49.89 = \$2,245.05 1 Principal x 3 hours x 5 days x \$52.21 = \$ 783.15 1 para x 3 hours x 5 days \$28.98 = \$434.70** <u>After school program to support ELL – NYSESLAT & ELA</u> 2 teachers x 2 hours x 30 sessions x \$49.89 = \$5,986.80 1 Para x 2 hours x 20 sessions x \$28.98 = \$1,159.20** **(Paraprofessional will provide one to one and/or small group instruction in Reading & Math to address the needs of the students. The paraprofessional will work under the teacher's direction).
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials – 30% - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$ 4,982.80	* Supplemental Trade Books * NYSESLAT Test Prep * Foundations Reading Materials * Supplies – Chart Tablets, folders, notebooks, etc.,
Educational Software (Object Code 199)		
Travel		
Other Parent Involvement – 10%	\$ 1,648.30	* Refreshments and snacks/workshops
TOTAL	\$17,240.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

All of our parent notices, and report cards are sent out in a timely manner in both English and Spanish. Approximately 20% of our staff is fluent in Spanish. Our parents are guaranteed a staff member who can either speak Spanish to them, or can translate for a non-Spanish speaking teacher.

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

In house staff including our Parent Coordinator will continue to translate parent notices, and/or provide verbal interpretation. The findings of our school's written translation and oral interpretation needs were reported to the school community through Parent Teacher Association meetings.

Part B: Strategies and Activities

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

All written translations are sent out in a timely manner in both English/Spanish. In house staff will continue to translate parent notices. All other minority language translation is sent out as needed.

In addition, Parent Information Day will provide weekly open-house to all parent/guardians requiring assistance in various areas such as translation, understanding school policies and procedures, learning about their child's curriculum and strategies to assist their child at home.

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

All oral translations are done by in house staff.

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

We will ensure that Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education. We will determine within 30 days of a student's enrollment the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the school. We will maintain an appropriate and current record of the primary language of each parent. There will be a timely provision of translated documents through in-house staff. Interpreters will be present at one-to one meetings, when such services are necessary for parents to communicate with the school regarding critical information about their child's education such as:

- a) standards and performance (e.g. standard text on report cards)
- b) Conduct, safety and discipline
- c) special education and related services
- d) transfers and discharge
- e) health
- f) permission slips/consent forms
- g) all school services and programs

When we are unable to provide the required translation in one or more covered languages, we will provide, in addition to any other assistance, a cover letter or notice on the face of the English document in the appropriate covered language(s), indicating how a parent can request free translation or interpretation of such document. We will provide each parent whose primary language is a covered language and who requires language assistance services with written notification on their rights regarding translation and interpretation services in the appropriate covered languages, and instruction on how to obtain such services. We will post in a conspicuous location at or near the primary entrance to the school a sign in each of the covered languages indicating the office/room where a copy of such written notification can be obtained. The school's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from researching the school's administrative offices solely due to language barriers. If the parents of more than 10% of the children at our school speak a primary language that is neither

English nor a covered language, we shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$448,836	\$134,876	\$583,712.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 4,488	\$ 1,348.76	\$ 5,836.76
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 22,441.80	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$ 44,883.60	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

SEE ATTACHMENT A – SCHOOL PARENT COMPACT & PARENT INVOLVEMENT POLICY

Directions: Attach a copy of the school’s **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

In reviewing the data from NY Start, ATS Students Information Report – Reading and Mathematics Achievement for 2009-2010, the Comprehensive School Performance Indicators, The School Profile, Alternate Assessments Instruments (in reading and mathematics), Comprehensive School Performance Indicators, Criterion Referenced Tests/Computer Assisted Instruction Reports and Teacher developed tests we have been able to reach some conclusions about the needs of the students at P.S. 380. The findings of the Needs Assessment were reported to the school community in a variety of ways which include:

- * **School Report Cards distribution to the entire school community**
- * **Test Scores distributed to appropriate staff and parents**
- * **Surveys conducted on a variety of topics for input to make improvement**
- * **Minutes of the School Leadership Team are kept on file and reviewed at all meetings.**
- * **Distribution of the CEP Plan**
- * **Parent Teacher Conferences**
- * **Open School Week**
- * **ELL Progress Reports**
- * **IEP Conferences**
- * **AIS Progress Reports**
- * **Ongoing communications with parents, staff and service providers**
- * **Grade/department meetings and conferences**
- * **Communication of student's progress to parents via letters and phone conferences**
- * **Portfolio containing standard setting work samples**
- * **Ongoing Professional Development**
- * **Inquiry Team Meetings**

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

P.S. 380 provides the following:

- * **37.5 Extended Day Program – Monday through Thursday. Additional 37.5 of Enrichment and/or academic support services**
- * **Push In/Pull Out ESL services to support our ELL's**
- * **The monitoring and tracking of all aggregated and disaggregated student performance results in all subject areas**
- * **Standardized and Teacher program made assessments results are tracked and utilized for differentiated instruction**
- * **In house Data Resource Center for the dissemination and utilization of all student data**
- * **Grade conferences, Literacy & Math coach planning sessions are built into teacher programs**
- * **Inquiry meetings to address instructional strategies and differentiation of instruction**

3. Instruction by highly qualified staff.

100% are highly qualified

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Professional development is ongoing and is provided for both staff and parents

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

- a) **Ongoing professional development sessions to support new teachers**
- b) **Mentor Program**
- c) **Partnerships with various colleges for recruitment**

6. Strategies to increase parental involvement through means such as family literacy services.

- a) **To continue the "Parents as Reading Partners" program through the use of daily at home reading logs.**
- b) **To provide a series of parent workshops throughout the 2010-2011 school year.**
- c) **To offer a weekly Parent Information Day**
- d) **To offer parent access to our Robin Hood Library**

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

- * **Design grade appropriate writing activities for the children to be included in their writing portfolios.**
- * **Provide special assistance to students at risk: ex: providing small group instruction, time on task activities, remediation in mathematics, reading, writing, etc. in order to meet the grade standards.**
- * **Train early childhood teachers in the implementation of the new reading curriculum and an enhanced instructional program based on the New State Standards with instructional goals.**
- * **Students will master test-taking skills through the early childhood test sophistication program**
- * **Students will develop mathematical, scientific and technological concepts with manipulative learning tools, and computers**

- * **Future teachers composed of 5th grade students will assist early childhood students on a 1:1 basis**
- * **Level books will be provided for all early childhood classrooms**
- * **Prepare students to work independently, to work cooperatively and to develop verbal communication skills**
- * **Use ECLAS assessments to detect which children need more intensive instruction to be on grade level in reading by the end of Grade 2**
- * **Use the Primary Standards as a guidance to determine if the children are making adequate progress in reading the primary literacy standards.**
- * **The use of the "Foundations" phonics program in grades K-2 with inclusive benchmarks and double dose for "at risk" students.**

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

- * **Weekly grade conferences**
- * **Professional Development activities**
- * **Teachers in the role of Grade Facilitators**
- * **Weekly Inquiry Meetings**

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

- * **Results of all standardized assessments**
- * **All in house assessments are monitored and tracked.**
- * **Binders with school data and differentiated instructional activities are kept and utilized.**
- * **AIS teachers and classroom teachers input.**

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Ongoing parent workshops on a variety of topics such as Nutrition, Parenting Skills, ESL Classes, etc. – Agendas and sign in sheets are on file.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, 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 consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-

quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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 Coach- Highly Qualified Personnel, Support Service Staff, Parent Involvement Professional Development	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY'11 school allocation amounts)	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic) - SWP	Federal	X			\$448,836.00	X	15,16,17,18,19,20
Title I, Part A (ARRA) - SWP	Federal	X			\$134,876.00	X	15,16,17,18,19,20
Title II, Part A	Federal	X			\$ 32,587.00	X	15,16,17,18,19,20
Title III, Part A	Federal	X			\$ 17,240.00	X	27
Title IV	Federal		X				
IDEA -	Federal		X				
Tax Levy - FSF	Local	X			\$2,428,553	X	15,16,17,18,19,20

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS (THIS SECTION NOT APPLICABLE TO P.S. 380)

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING
(THIS SECTION NOT APPLICABLE TO P.S. 380)

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)
(THIS SECTION NOT APPLICABLE TO P.S. 380)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

There are 3 students in temporary housing

2. Please describe the services you are planning to provide to the STH population.
 - * **Academic Intervention Services - small group instruction is provided**
 - * **After School Programs**
 - * **Saturday Academy**
 - * **Smaller Class Size**
 - * **Early Morning Enrichment Program**

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 380 John Wayne Elementary					
District:	14	DBN:	14K380	School		331400010380

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11		
	K	v	4	v	8	12		
	1	v	5	v	9	Ungraded	v	
	2	v	6		10			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	51	47	45		94.7	94.9	94.8
Kindergarten	74	79	75				
Grade 1	77	73	88	Student Stability - % of Enrollment:			
Grade 2	84	85	93	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	73	74	93		96.4	94.6	97.2
Grade 4	73	78	73				
Grade 5	50	69	79	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		78.1	88.4	88.4
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	10	12
Grade 12	0	0	0				
Ungraded	13	48	27	Recent Immigrants - Total Number:			
Total	495	553	573	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					4	1	3

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	51	59	62	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	6	1	2	Superintendent Suspensions	0	0	0
Number all others	35	41	44				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	24	26	TBD	Number of Teachers	47	48	48
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	19	17	8
# receiving ESL services only	81	87	TBD	Number of Educational Paraprofessionals	9	11	25
# ELLs with IEPs	1	46	TBD				
<i>These students are included in the General and Special Education enrollment information above.</i>							

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	63.8	81.3	85.4
				% more than 5 years teaching anywhere	46.8	50.0	58.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	87.0	92.0	89.6
American Indian or Alaska Native	0.2	0.2	0.0	% core classes taught by "highly qualified" teachers	100.0	98.2	97.7
Black or African American	23.6	23.1	21.3				
Hispanic or Latino	67.7	68.4	70.2				
Asian or Native Hawaiian/Other Pacific	0.8	1.4	1.6				
White	7.7	6.7	7.0				
Male	52.7	50.5	48.5				
Female	47.3	49.5	51.5				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander		-					
White	-	-	-				
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	92.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	15	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	18.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	48.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	10.8						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

P.S. 380
John Wayne Elementary School
370 Marcy Avenue
Brooklyn, New York 11206

Diane Vitolo
Principal

Victoria Prisinzano
Assistant Principal

P.S. 380 SCHOOL PARENTAL INVOLVEMENT POLICY
2010- 2011

PART I – GENERAL EXPECTATIONS

Public School 380 agrees to implement the following statutory requirements:

- The School will put into operation programs, activities and procedures for the Involvement of all parents of Title I eligible students consistent with Section *1118-Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participation children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111 – State Plans* of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

- *that parents play an integral role in assisting their child's learning;*
- *that parents are encouraged to be actively involved in their child's education at school;*
- *that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assisting the education of their child;*
- *the carrying out of other activities, such as those described in Section 1118- Parental Involvement of the ESEA.*

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. P.S. 380 will take the following action(s) to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 112- *Local Educational Agency Plans* of the ESEA:
 - Through the implementation and use of the Parent Leadership Committee in conjunction with faculty and administration, parents will develop a Parental Improvement Plan as described in the **RDCEP/DCEP** Addendum.

2. P.S. 380 will take the following action(s) to involve the parents in the process of School review and improvement under section 1116- *Academic Assessment and Local Educational Agency and school improvement* of the ESEA:
 - Parents will be given the opportunity to help with and continually refine the local annual review, in an instructionally useful manner, to help all children in Title I, Part A programs meet the challenging State student academic achievement standards.

3. P.S. 380 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs:
 - P.S. 380 will coordinate with the PPT monitors and/or guidance intervention program to effectively work with parents.

4. P.S. 380 will take the following actions to conduct, with involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

5. P.S. 380 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following. Undertaking and integrating the state's academic content standards in conjunction with the state's student academic achievement standards in a rigorous academic setting. The school will work with parents to provide meaningful communication and involve parents served by Title I, Part A program(s).
 - The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by offering training sessions when appropriate for parents and providing and disseminating materials. P.S. 380 will

also build schedules for parent/teacher conferences that will enable parents to work with their children to achieve academic success. The school will provide a warm and supportive climate.

- The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by providing professional learning opportunities on communicating with parents. As well as analyzing parental involvement evaluations with school personnel and setting goals related to the feedback provided by the parents through the evaluation process. This includes an ongoing dialogue with the PTA committee and other pertinent personnel.
- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as teachers Program and public preschool and other programs, and conduct and/or encourage participation in activities, such as Parent Resource Center, that supports parents in more fully participating in the education of their children by:
- The school will take the following actions to ensure that information related to the school and parent- programs, meeting, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. P.S. 380 will provide written information, to the extent practicable, in the language of the parents as well as English. The school may provide an interpreter in order that information that cannot be put into a written format may be communicated orally to parents.

I HAVE READ AND UNDERSTAND THE P.S. 380 2010-2011 SCHOOL PARENT INVOLVMENT POLICY. IF YOU HAVE ANY QUESTIONS REGARDING THIS DOCUMENT, I WILL CONTACT MRS. LINA CAMPORESE, THE PARENT COORDINATOR.

SIGNATURES:

P.S.380
SCHOOL

PARENT (S)

STUDENT (S)

CLASS

DATE: 2010-2011

P.S. 380
John Wayne Elementary School
370 Marcy Avenue
Brooklyn, New York 11206

Diane Vitolo
Principal

Victoria Prisinzano
Assistant Principal

P.S. 380 SCHOOL-PARENT COMPACT

P.S. 380 and the parents of the students participation in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children) agree that this Compact outlines how the parents, the entire school staff, and the student will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2010-2011.

PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

P.S. 380 will:

- **provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:** Through the establishment and continuation of holding high expectations for students, P.S. 380 will foster a learning environment that ensures equity and excellence for students. A rigorous, integrated and standards-driven system of curriculum, instruction and assessment will help to provide the organizational structure the student's need for success. Development of partnerships with parents, businesses and communities will help to extend opportunities for learning. These concepts in unison with continuous progress and a community of caring and nurture will create a spirited learning environment to help all children meet the challenges of the future.
- Provide ongoing assessment
- Small group instruction by teachers and paraprofessionals within the classroom setting
- Ongoing congruence with classroom teachers, administration, and full time literacy and math coaches.
- Individual assistance with children in need including before/after school programs and Saturday academy to further enhance our academic intervention services.
- Provide common preparation periods for teachers to provide seamless planning and assessment of student work.
- Foster a home library connection by providing access to our State of the Art Robin Hood Library
- Provide students with weekly visits to our Computer Lab

- **hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:** These conferences will be held at the end of each marking period. Parents will have the option of conferring with their child's teacher during the afternoon or the evening. These conferences will occur the week after report cards are distributed. Furthermore, the staff will be available to conference with parents upon appointment throughout the semester. These conferences may occur in person or over the telephone per the convenience of the parent.
 - * A separate written report will be given to each student

- **provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:** Teachers and administration at P.S. 380 will be in communication with parent/guardians in a number of ways. Parents will be notified at the onset of the school year with information regarding parent/teacher conferences and important events.

Parents will be given the opportunity to meet with their child's classroom teacher three times a year at the parent/teacher conferences. This will coincide with the issuing of report cards and will occur both in the afternoon and the evening. Teachers will also be available to speak with parents at conferences and by appointment throughout the year.

- **provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:** P.S. 380 will foster parental involvement in regular and meaningful communication involving student academic learning. This will include ensuring that parents play an integral role in assisting in their child's learning, that parents are encouraged to be actively involved in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child. The school will help to provide full opportunities for the participation of parents with limited English proficiency and parents with disabilities in accessing information in an understandable format.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with child about his/her school activities everyday;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that homework is completed;
 - monitoring the amount of television my children watch;
- participating, as appropriate, in decisions relating to my children's education;
- promoting positive use of my child's extracurricular time;
- participating in school activities on a regular basis;
- staying informed about my child's education and communication with school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate;
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school's discipline policy;
- express high expectations and offer praise and encouragement for achievement;

I HAVE READ AND UNDERSTAND THE P.S. 380 2010-2011 SCHOOL PARENT COMPACT. IF YOU HAVE ANY QUESTIONS REGARDING THIS DOCUMENT, I WILL CONTACT MRS. LINA CAMPORESE, THE PARENT COORDINATOR.

SIGNATURES:

P.S.380
SCHOOL

PARENT (S) Name

STUDENT (S) Name

CLASS

Date: 2010-2011

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 307	District 14	School Number 380	School Name John Wayne
Principal Diane Vitolo		Assistant Principal Victoria Prisinzano	
Coach Maria O'Donnell		Coach Laura Cooper	
Teacher/Subject Area Kathleen Moore/ESL		Guidance Counselor Arlene Sosa	
Teacher/Subject Area Donna Rodriguez/ESL		Parent Jillian Fortoso	
Teacher/Subject Area Ruchie Weingarten/Bilingual		Parent Coordinator Lina Camporese	
Related Service Provider Elaine Floyd		Other type here	
Network Leader Ada Orlando		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	4	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	572	Total Number of ELLs	115	ELLs as Share of Total Student Population (%)	20.10%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.
1. At PS 380, the ELL Identification Process begins by having all parents complete a Home Language Information Survey when they first register their child for school. The Parent Coordinator, an ESL Teacher or a bilingual teacher also conducts an oral interview. All children whose home language is a language other than English are given the Lab-R by an ESL or bilingual teacher.
 After the LAB-R is given and new ELLs are identified, the Parent Coordinator and ESL teachers invite parents to a parent orientation to insure that parents are fully informed about their right to choose a Transitional Bilingual Education program, a Dual Language Program or an ESL program for their child. Letters inviting parents to these orientations are sent home both in English and in parents' home languages. The Parent Coordinator calls all parents who do not attend a parent orientation so that she and an ESL teacher can meet with them individually.
 The Parent Coordinator and an ESL teacher conduct all parent orientations in English and Spanish. The DOE video for parents of newly enrolled ELLs is always shown at this orientation both in English and in parents' home languages. There is also time for parents to ask questions. Copies of all letters and attendance forms are kept on file and can be provided upon request.
 The NYSESLAT is given annually to determine continued entitlement to ELL services. ESL teachers organize the administration of the NYSESLAT on designated dates. PS 380's ESL teachers, the Literacy Coach and the Math Coach all administer the speaking portion of the test individually to students. This team along with various classroom teachers also proctors the reading, writing and listening sections of the test. Special Education students receive all allowable modifications indicated on their IEPs. The ATS RLAT report is used to confirm that all eligible students were tested.
 2. All three program choices – transitional bilingual programs, dual language programs and English as a Second Language programs – are explained to parents in letters sent home in English and parents' native language. Program choices are describe at our ELL Parent Orientations conducted in English and Spanish. At these orientations, parents watch the DOE video which explains these choices as well. The video is shown in English and the home languages of parents present at the orientation. If parents are unable to attend the school's orientation, an ESL teacher and the Parent Coordinator meet with them individually to present this information and show the video.
 3. ESL teachers send home parent letters at the start of each school year to students who will continue to receive ELL services. Parents of students who have scored at the Proficient Level on the NYSESAT receive non-entitlement letters. After students are given the Lab-R, parents of those students who do not qualify to receive services are sent non-entitlement letters. Parents whose students qualify for ELL services are sent letters inviting them to a parent orientation and explaining the three types of programs available to ELLs. Copies of the parent survey and program selection form are included with these letters. All letters are sent home in English and in the family's home language. The ESL teachers keep copies of all letters.
 4. We currently offer an ESL program because our program selection forms indicate that our parents prefer this program. We also offer a bilingual Yiddish English Special Education program.
 5. In recent years, the majority of parents have chosen an ESL program as their first choice.
 6. Yes, the program models have been aligned with our parent requests. Almost the entire parent body ranks ESL as their first choice, therefore, we offer ESL programs.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

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 |

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	7	4	4	3	5	3								26
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	24	18	14	12	11	10								89
Total	31	22	18	15	16	13	0	0	0	0	0	0	0	115

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	115	Newcomers (ELLs receiving service 0-3 years)	69	Special Education	32
SIFE	0	ELLs receiving service 4-6 years	42	Long-Term (completed 6 years)	4

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 special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	15		15	11		11	0			26
Dual Language										0
ESL	54		2	31		1	4		1	89
Total	69	0	17	42	0	12	4	0	1	115

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

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
Albanian														0
Yiddish	7	4	4	3	5	3								26
Other														0
TOTAL	7	4	4	3	5	3	0	26						

**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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	23	17	13	11	11	10								85

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Chinese	1	1		1										3
Russian														0
Bengali			1											1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	24	18	14	12	11	10	0	89						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. a. A combination of Push In, Pull Out and Self-Contained (Bilingual Yiddish) classes are implemented at P.S. 380. Instruction is comprised of Reading Workshop components, scaffolding strategies and double dose Foundations. Transitional Bilingual Education is addressed in self-contained classes (12:1:1). With our Bilingual Yiddish Program, all students classified as MR are taught life skills and are alternately assessed. Bilingual Yiddish students are instructed in the native language and in English. A rich language environment is provided to activate the senses. Hands on modeling, visual aids, technology, role playing, art and music are incorporated into daily activities.

b. The programs models are both homogenous and heterogeneous. Students are grouped by grade level and proficiency levels are mixed so that more advanced students can assist newcomers.

2. We have two ESL teachers who provide a combination of push in and pull out instruction according to all the mandated units of support. In addition our four bilingual Yiddish teachers provide instruction in both the native language and in English.

a. ELA instruction is delivered by the classroom teacher and ESL instruction is delivered by the two ESL teachers. In our Bilingual

Yiddish program, NLA instruction is provided by the classroom teacher who is a certified bilingual Yiddish teacher.

3. ESL instruction is delivered using a combination of instructional strategies and includes various modalities of learning. For our push-in and pull-out models, we use components of the Reading and Writing Workshop with an emphasis on vocabulary development and writing techniques. We also incorporate small group instruction using “Language for Learning” which focuses on vocabulary development and reading skills through the content areas of Social Studies and Science. In addition, scaffolding strategies are used to support ESL students in all content areas. In our Bilingual Yiddish Special Education Life Skills Program, hands-on modeling, visual aids, role playing and technology make content area concepts accessible to all ESL learners.

4. a. NA

b. Newcomers - All our newcomers receive small group instruction using the push-in and pull-out models. We use the MacMillan series for reading skills and language development, the Writers Workshop, Foundations - both basic and double dose - and scaffolding strategies. The Foundations Program with benchmark assessments focuses on phonics and language development.

c. ESL students (4-6 years) – These students receive small group instruction and individual student conferences in reading and writing are conducted on a regular basis. ESL students also participate in classroom inquiry groups. In addition, vocabulary development and reading skills are taught through the MacMillan reading series which features adaptations for our ELL students. Children also engage in independent reading activities and their reading levels are monitored on a regular basis.

d. Long term ESL students (more than 6 years) – For our students in the Bilingual Yiddish Life Skills Program, a combination of small group instruction by the teacher and reinforcement of skills by support services personnel are provided. The IEP goals formulate the basis for differentiated instruction for these students. For ESL students in our general education program, in addition to the services provided by the ESL teacher, the classroom teacher modifies the curriculum to address the students’ needs. A major emphasis is placed on the Writing Process for these children.

e. Special Education students – For the Bilingual Yiddish Special Education Life Skills Program students, a rich language environment exists in all classrooms. They use visual, auditory and kinesthetic approaches to insure that all students’ learning needs are met. Visual aids, role-playing technology, art and music are incorporated into a balanced curriculum. Each student’s IEP goals formulate the basis of instructional planning. Push-in and pull-out support services by speech and language pathologists, OT and PT’s as mandated by IEP’s, also address student goals. For our ESL students in our special education self-contained classes, the ESL teacher has partnered with the classroom teachers to help deliver instruction using ESL scaffolds emphasizing visual and kinesthetic approaches. In addition, one to one, two to one and small group instruction is provided by classroom support personnel. These students also receive bilingual speech, OT and other services as mandated by their IEP’s.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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

NLA Usage/Support	TBE
-------------------	-----



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. AIS Services – 37.5 Early morning programs provide small group instruction for targeted ELL students in all subgroups (Yiddish and English). Grade Facilitators provide instructional support throughout the day in small groups. In grades K-2, double dose Foundations is provided and push-in support for Writers' Workshop addresses the needs of our ESL students. In grades 3 – 5, particularly for Level 2 students, we use the Great Strides Program by Rigby to increase reading comprehension. In addition, an Afterschool Program and a Saturday Academy is provided for all our ESL students. Our ESL teachers meet with classroom teachers to track and monitor the weekly and monthly assessments of former ESL students. Support is then provided on a needs basis.

6. Our ESL teachers meet with classroom teachers to track and monitor the weekly and monthly assessments of former ESL students.

Support is then provided on a needs basis.

7. We are considering more push-in services for newcomers. Overall, we are looking to increase access to technology for ESL students throughout the school.
8. NA
9. ELLs have access to all programs including AIS, Enrichment, afterschool, and Saturday Academy Programs
10. MacMillan Reading, Math, Social Studies and Science Series (K-5)
Foundations Program
Language for Learning (3-5)
Empire State NYSESLAT (K-5)
Barnell Loft Skills Books (K-5)
Great Strides (3-5)
Technology Classes in Computer Lab
11. Bilingual Yiddish – Teachers with bilingual Yiddish certification provide instruction in English and Yiddish.
ESL Program – Support personnel provide native language support for our ESL students.
12. Required support services and resources correspond to ELL's ages and grade levels. Services are also provided based on all IEP mandates.
13. We arrange meetings with our Parent Coordinator to help students and families make the transition to the new school environment.
14. NA

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. We have partnered with our CLSO ELL Instructional Support Provider who has conducted trainings and worked extensively with our ESL teachers. Teachers also attend ELL Professional Development sessions.
2. Fifth grade teachers, the Guidance Counselor and the upper grade ESL teacher provide support to fifth graders who are making the transition to middle school.
3. The required 7.5 hours for mandated training is provided on Staff Development days and at faculty conferences.

E. Parental Involvement

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

1. We have a very active PTA and a Parent Coordinator who help to organize numerous workshops for parents. These include ERASE Asthma Program, Nutrition Workshops with Cornell University, Planned Parenthood, the ELL Parent Orientation, meetings on the NYSESLAT and State Testing, meetings on the Middle School Articulation Process. We are initiating a weekly parent information session with our Parent Coordinator and an ESL teacher.

2. Yes, the school partners with Community Based Organizations to provide workshops for parents as described above.
3. Surveys are used to evaluate the needs of parents. In addition our Parent Coordinator is always meeting with parents to ascertain their needs.
4. Once we have ascertained the needs of our parents, our parental involvement activities address these needs through workshops and PTA meetings.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	17	7	4	3	1	4								36
Intermediate(I)		11	1	2										14
Advanced (A)	13	3	12	10	11	9								58
Total	30	21	17	15	12	13	0	0	0	0	0	0	0	108

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B	3	3	1	1	1	2							
	I	1	4	2	2									
	A	1	16	9	2	3								
	P		1	4	6	6	10							
READING/WRITING	B	5	8	3	3	1	3							
	I		10	1	2									
	A		2	5	6	9	9							
	P		1	6										

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4		4	7		11
5	1	4	5		10
6					0
7					0
8					0
NYSAA Bilingual Spe Ed				12	12

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4			5		4		2		11
5			4		6				10
6									0
7									0
8									0
NYSAA Bilingual Spe Ed							12		12

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			2		7		1		10
8									0
NYSAA Bilingual Spe Ed							12		12

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5			1			3			4
8									0
NYSAA Bilingual Spe Ed							12		12

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				

New York State Regents Exam				
Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English and native language compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. Our school uses ECLAS, Fountas and Pinnell and Rigby ELL Assessments to assess the early literacy skills of our ELLs. As a result of our data analysis using ECLAS and Fountas and Pinnell, we have found that our kindergarten students need additional assistance with sight word recognition and reading comprehension with a special emphasis on the skill of retelling. These areas will be emphasized in the delivery of instruction provided by our ESL teacher. Data patterns, on both the Lab-R and the NYSESLAT, indicate that most students have stronger skills in listening and speaking than in reading and writing. This is especially true for second, third and fourth graders. After reviewing the NYSESLAT assessment data grade by grade, the team decided to recommend a combination of pull-out and push-in teaching for first grade since most students are at the beginner or intermediate level.

2. Our students in third and fourth grade scored higher on the listening and speaking portions of the test than on the reading and writing portions. Therefore, we are emphasizing reading and writing as well as academic language in these grades. Our second graders fared almost equally well on all sections of the test. therefore. we will emphasize all four skill areas with these students. We will also use this

these results to help target those students who need additional support. The most recent results indicated that 19 out of 27 ESL students would show significant growth on the NYSESLAT Exam. The actual results indicate that all 27 students made gains. In the lower grades (K-1), we provide Native Language support and as students' proficiency increases, this support is lessened.

5. NA

6. We use NYSESLAT results, the results of ELL Interim Assessments, State Tests, and ECLAS to evaluate our programs for ELLs. We look at both scale and raw score results on the NYSESLAT to help us evaluate whether students are becoming proficient in English. We look for gradual improvement over time in addition to seeing how many students are scoring at the Proficient level on the NYSESLAT.

Additional Information

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

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		

	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		