



P.S. /I.S. 384 FRANCES E. CARTER

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. /I.S. 384 FRANCES E. CARTER
ADDRESS: 242 COOPER STREET
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 333200010384 **SCHOOL NAME:** P.S. /I.S. 384 Frances E. Carter

SCHOOL ADDRESS: 242 COOPER STREET, BROOKLYN, NY, 11207

SCHOOL TELEPHONE: 718-574-0382 **FAX:** 718-574-1364

SCHOOL CONTACT PERSON: BRUNHILDA PEREZ **EMAIL ADDRESS:** BPerez@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Victor Victoria

PRINCIPAL: BRUNHILDA PEREZ

UFT CHAPTER LEADER: Victor Victoria

PARENTS' ASSOCIATION PRESIDENT: Yelitza Astacio

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 32 **CHILDREN FIRST NETWORK (CFN):** Community Learning Support Organization

NETWORK LEADER: ADA ORLANDO/Tatyana Ulubabova

SUPERINTENDENT: LILLIAN DRUCK

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
BRUNHILDA PEREZ	Principal	
Robin Barron	UFT Member	
Victor Victoria	UFT Chapter Leader	
Marilyn Cruz	Admin/CSA	
Yelitza Astacio	Parent	
Stacey Malave	Parent	
Rene Rochez	Parent	
Jose Cruz	Parent	
Yvonne Burrows	UFT Member	
Paulina Rodriguez	Parent	
Tania Asmad	Parent	

* 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.

PS / IS 384 is a Pre K-8 school that serves approximately 720 students in District 32, Bushwick, Brooklyn . This school is a member of the Community Learning Support Organization under the leadership of Ms. Ada Orlando.

The mission of PS/IS 384 is to afford all students the opportunity to achieve academic excellence by providing fundamental skills and knowledge in a learning environment that fosters strong instructional practices. The administration, staff, and parents work collaboratively to ensure that every child will achieve proficiency by aligning all instruction to the Common Core State Standards.

The most distinctive accomplishment of PS/IS 384 has been the measurable gains in student progress towards the goal of closing the achievement gap, thereby enabling this school to obtain a Well Developed on the Quality Review and a Progress Report Grade of A for four consecutive years, 2007 - 2010. Of equal significance are the high scores attained in the School Environment Survey in the areas of Academic Expectations and Engagement and the high rate of return of the parental surveys. PS/IS 384 is a school "in good standing" and has been highly rated on the Insideschools.org website.

Differentiation of Instruction remains a crucial instructional component to address various modalities of learning. A NYC Specialized High School preparation program has been implemented into the After School Programs to afford 7th and 8th graders the opportunity to prepare for NYC Specialized H.S. Exam.

This school has additional distinctive features: The scheduling provides for General Education departmentalization in the academic disciplines in all classes in grades 5 to 8. Although this is common practice in grades 6, 7, and 8, departmentalization in the 5th grade classes affords the Common Branch teachers the freedom to concentrate on the areas in which they are most proficient. This provides them with the opportunity to think creatively in their areas, plan well-developed lessons, and engage in precise data inquiry.

Data Inquiry is now a major component of the Professional Collaborative Teams in grades Pre K -8. Every team meets weekly and has worked through the complete Cycle of Inquiry. In response to this action research, teachers on every grade level and content area are in the process of mapping their curriculum.

In September, the school entered its third year of implementation of the Computers For Youth Grant. If funding continues to be available, every 6th grader, will have acquired a home computer with Internet access capabilities, as did the 7th and 8th graders in the previous two years. The implementation of the RESO-A Grant is complete and has provided the school with two new computer labs and additional computers in the student library. Smart Boards have successfully been infused

into the majority of middle school classrooms. In addition, Achieve 3000.com is implemented during Zero Hour and the school day for all at-risk students. This program strives to enhance background knowledge and differentiate instruction to meet the specific needs of each student. Two recently obtained grants afford the primary grade students the opportunity to participate in hands on science activities in our newly established Science Park located right outside of the primary grade classrooms and participate in the Waterford Literacy Program in the newly established computer lab.

A fine arts program consisting of chorus, dance, guitar, and keyboarding instruction is offered after school on Fridays. A boys' basketball team also meets after school on Friday. The girls' basketball team meets on Thursday. In addition, musical keyboard instruction is offered to the primary grades during the school day. This is funded through the "Piano and the Brain" grant. PS/IS 384 is supported by various community based organizations. To support working parents, the Beacon Program arranges for participating students to be picked up and dropped off at their after- school recreational program that is housed at I.S. 296. Also, the Brooklyn North Council of East New York provides the funding for the Friday boy's basketball program. Volunteers, such as Maestro Lliso, coordinate the Friday afternoon boys' and girls' chorus. Lastly, Bushwick Mental Health in conjunction with Woodhull Hospital provides the necessary tools for behavioral and emotional support to parents and students.

P.S.53 is a District 75 school housed in P.S.384. Administrators and teachers work jointly to address the needs of students with extreme behavioral issues by planning appropriate interventions. Additionally, many of the students in P.S. 53 are mainstreamed into the general education classes of PS/IS 384.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 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. /I.S. 384 Frances E. Carter								
District:		32	DBN #:		32K384	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<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 checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
		<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		34	34	34			93	93.3	TBD	
Kindergarten		68	60	72						
Grade 1		91	91	84	Student Stability - % of Enrollment:					
Grade 2		88	96	89	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		90	69	91			92.1	89.39	TBD	
Grade 4		87	80	68						
Grade 5		74	71	77	Poverty Rate - % of Enrollment:					
Grade 6		87	67	65	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		53	70	59			97.7	96	88.8	
Grade 8		0	46	68						
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			8	34	TBD	
Grade 12		0	0	0						
Ungraded		12	8	13	Recent Immigrants - Total Number:					
Total		684	692	720	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							7	8	15	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		62	54	50	Principal Suspensions		33	51	TBD	
# in Collaborative Team Teaching (CTT) Classes		0	4	8	Superintendent Suspensions		10	20	TBD	
Number all others		20	20	16						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	135	118	124	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	6	6	16	Number of Teachers	58	57	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	22	22	TBD
				Number of Educational Paraprofessionals	7	7	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	63.8	71.9	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	46.6	49.1	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	84	88	TBD
American Indian or Alaska Native	0.4	0.4	0.1	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	86	92.3	TBD
Black or African American	25.7	24	23.1				
Hispanic or Latino	71.8	73.7	75				
Asian or Native Hawaiian/Other Pacific Isl.	0.9	0.6	0.8				
White	1.2	1.2	0.8				
Multi-racial							
Male	51.6	50	49.3				
Female	48.4	50	50.7				
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 checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	Ysh	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	102.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	12.4	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)	52.8	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	12	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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

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 schools 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?

An analysis of student performance indicates the following:

The New York City Department of Education Progress Report of 2009-10 Grade is A. This school has demonstrated progress in closing the Achievement Gap. PS/IS 384 earned additional credit because the following high needs students made Exemplary Proficiency Gains: *Self-Contained* in English Language Arts, *Lowest Third Citywide and SETSS/CTT* in ELA. In Math Exemplary Gains were made *by Lowest Third Citywide and Self-Contained/CTT/SETSS*.

Analysis of 2010 New York State English Language Arts Assessment shows growth in student Standard Score Performance although there was a decline in number of students performing at proficiency level. This decline reflects the statewide drop in 2010 ELA scores.

Grade	% of Students at Proficiency Level
Total	39%
Grade 3	34%
Grade 4	47%
Grade 5	39%
Grade 6	43%
Grade 7	32%
Grade 8	38%

Analysis of school wide performance shows only a 4 percentage point difference in proficiency between Hispanic/Latino and Black/African American students. In keeping with the nation-wide trend, females continue to outperform males at most grade levels. The school attained AYP in ELA. However, AYP was not attained in the ELA performance of the following subgroups: Students with Disabilities and Limited English Proficient.

Analysis of 2010 New York State Mathematics Assessment shows growth in student performance although there was a decline in number of students performing at proficiency level. This decline reflects the statewide drop in 2010 Mathematics scores.

Grade	% of Students at Proficiency Level
Total	48%
Grade 3	30%
Grade 4	55%
Grade 5	44%

Grade 6 52%
 Grade 7 51%
 Grade 8 60%

Analysis of school wide performance shows only a 1 percentage point difference in proficiency between Hispanic/Latino and Black/African American students. Females continue to outperform males.

Analysis of New York State Science Assessment in Grades 4 and 8 shows student proficiency levels at 88% and 62%, respectively. The school met AYP.

New York State Education Department (NYSTART) for November, 2009 Grade 5 New York State Social Studies Assessment reports student proficiency performance at 69%:

Analysis of subgroup performance shows:

76% Black or African American students performing at Proficiency Levels 3 and 4
 66% of Hispanic or Latino students performing at Proficiency Levels 3 and 4 (Included in this are Limited English Proficient Students)

Comparison with performance in November, 2008 the New York State Social Studies Assessment shows progress in closing the gap for Special Education students:

Gr. 5 SpEd in November, 2008		Gr. 5 SpEd in November, 2009
Level 1	73%	43%
Level 2	9%	43%
Level 3	18%	14%
Level 4	-	-

Student performance reports at NYSTART for June, 2010 Grade 8 New York State Social Studies Assessment shows gains in comparison with performance on the June, 2009 exam:

Gr. 8 in June, 2010		Gr. 8 in June, 2009
Level 1	9%	0%
Level 2	13%	70%
Level 3	56%	30%
Level 4	22%	0%

Performance at proficiency level rose from 30% to 78%.

As was the practice in the previous school year, Professional Collaborative Teams will utilize pre and post assessment with Inquiry students. In June, 2010 data analysis according to rubrics showed that writing performance in a majority of these students was at level 2.

In addition to the measurable gains in student proficiency, the most significant accomplishments have been the attainment of an **A** in the New York City Progress Report for four consecutive years, and a **Well Developed** in the Quality Review. The Progress Report shows this school to be one of the most successful NYC schools in attaining student gains. In addition, there have been several successful initiatives launched. For the past two years, the CFY Grant enabled each 6th grader to have a laptop computer at home. Each student had at-home access to teacher created thematic units in science, math, and literacy. This will continue if the funding is available. The after school program provides training for the specialized high school entrance exams. Professional Collaborative Teams utilize data inquiry, ARIS, and action research into pedagogical “best practices” for each grade level. This year marks the beginning of a collaborative relationship with a business through a Pencil Partnership as well as our continued participation in the October 7th World-Wide Read for the Record.

The aids that have supported the continuous improvements are as follows:

- There are many opportunities for focused instruction in a small group setting. The extensive Zero Hour and After School programs draw from grades 2-8. The Extended Day Program includes all

students in grades 3-8—those who have achieved proficiency and those who are still striving for proficiency. Furthermore, the Extended Day students are homogeneously grouped to within a few points of their New York State ELA score.

- The Zero Hour Program utilizing Achieve3000.com has been successful as evidenced by the demonstrable gain in student reading levels in June, 2010. It continues during the current year.
- There is a state of the art computer lab with capacity for 60 students. An additional computer lab specifically for the primary grades is now in operation and utilized specifically for the Waterford Program. SMART Boards and Projectors are widely utilized throughout grades 5 - 8 and in grade 3 Intervention. Plans are underway to extend their use in the primary grades.
- In response to data inquiry and professional collaboration, there is ongoing alignment of personnel and resources to provide push-in classroom support.
- There will continue to be a multiplicity of Professional Development opportunities provided by staff with extensive teacher participation across all grade levels.
- A majority of teachers avail themselves of every opportunity presented for reading and discussing current professional literature.
- Teachers implement student lunch-time book clubs wherein student membership is always at its limit.
- Teachers always strive for innovation by seeking out grants for instructional materials. This is evident in the number of grants awarded by Donorschoose.org to teachers in this school. Grants include books and CDs, an LCD projector, a lap top computer, and computer flashdrive mass storage devices.

Despite its many achievements, PS/IS 384 continues to face challenges:

It has been determined in our needs assessment that our taught curriculum in writing continues to have gaps especially in the organizational development of writing in any genre. There continues to be a need to focus on the appropriate use of writing mechanics in creating a structured sentence. The faculty also has taken steps to decrease the disparity between what is taught in a content area and the depth in which writing is developed for that area.

Therefore, the following strategies have been implemented:

- Classroom teachers are encouraged to be cognizant of Blooms Taxonomy for higher order questioning techniques.
- Special emphasis on enhancing school culture to empower students including Certification in Conflict Mediation
- The Six Traits Writing Rubric is utilized school-wide.
- The Four Square Writing Method for organization is implemented in all grades.
- Technology is utilized to infuse writing throughout the curriculum through internet based programs such as Achieve3000.

A barrier that remains is the internet band width that is insufficient to support all of the technology requirements in our web-based programs. Additional funds are required to fully realize the goal of complete technology infusion into all classrooms

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.

Annual Goal	Short Description
<p>: By June, 2011 there will be a 2% increase in the number of students whose performance on the New York State English Language Arts Assessment demonstrates growth over the previous year's performance. Therefore, approximately 285 students will demonstrate gain. This goal is derived from analysis of the most recent performance on the New York State English Language Arts Assessment. The Common Core State Standards provide a basis for rigorous curriculum and instruction. Plans are under way to utilize them in the curriculum development.</p>	<p>: By June, 2011 there will be a 2% increase in the number of students whose performance on the New York State English Language Arts Assessment demonstrates growth over the previous year's performance. Therefore, approximately 285 students will demonstrate gain. This goal is derived from analysis of the most recent performance on the New York State English Language Arts Assessment. The Common Core State Standards provide a basis for rigorous curriculum and instruction. Plans are under way to utilize them in the curriculum development.</p>
<p><input type="checkbox"/>By June, 2011 there will be a 88.9% increase in the academic and social integration of grades 3-7 special education students into the general education population. Therefore, approximately 17 students (almost doubling the present 9 students) will be enrolled in a CTT class, and the present level of Special Education student participation in academic and social activities beyond the school day will increase to approximately 9 children, a 50% increase above the 6 students in 2009-10. This goal is derived from the academic and social success of the Special Education Students currently enrolled in CTT and the increased enrollment of Special Education Students in Zero Hour and After School Programs.</p>	<p><input type="checkbox"/>By June, 2011 there will be a 88.9% increase in the academic and social integration of grades 3-7 special education students into the general education population. Therefore, approximately 17 students (almost doubling the present 9 students) will be enrolled in a CTT class, and the present level of Special Education student participation in academic and social activities beyond the school day will increase to approximately 9 children, a 50% increase above the 6 students in 2009-10. This goal is derived from the academic and social success of the Special Education Students currently enrolled in CTT and the increased enrollment of Special Education Students in Zero Hour and After School Programs.</p>
<p>By June, 2011 51% of the students in grades 1-8 will demonstrate proficiency in writing as measured by the evaluation of student writing performance according to the grade level writing rubric. This goal is derived from the school wide focus on writing during the 2009-10 school year, the resultant action research conducted in the Professional Collaborative Teams, and the</p>	<p>By June, 2011 51% of the students in grades 1-8 will demonstrate proficiency in writing as measured by the evaluation of student writing performance according to the grade level writing rubric. This goal is derived from the school wide focus on writing during the 2009-10 school year, the resultant action research conducted in the Professional Collaborative Teams, and the</p>

<p>current revision of the New York State English Language Arts Assessment to include an extended written response on all grade levels.</p>	<p>current revision of the New York State English Language Arts Assessment to include an extended written response on all grade levels.</p>
<p><input type="checkbox"/></p> <p>By June, 2011, the English Language Learners subgroup population will demonstrate a 5 percentage point growth in Exemplary Proficiency Gain on the New York State English Language Arts Assessment. This will increase from 36.1% to 41.1% the percentage of students demonstrating Exemplary Proficiency Gains as measured on the New York City Department of Education Progress Report. This goal is derived from analysis of the current New York City Department of Education Progress Report in which the Exemplary Proficiency Gains attained by the ELLs were not sufficient for this school to receive extra credit. Analysis of the school report card on NYSTART shows that this school did not make AYP for the performance of the ELLs on the New York State English Language Arts Assessment. It was by one point that this subgroup missed safe harbor.</p>	<p><input type="checkbox"/></p> <p>By June, 2011, the English Language Learners subgroup population will demonstrate a 5 percentage point growth in Exemplary Proficiency Gain on the New York State English Language Arts Assessment. This will increase from 36.1% to 41.1% the percentage of students demonstrating Exemplary Proficiency Gains as measured on the New York City Department of Education Progress Report. This goal is derived from analysis of the current New York City Department of Education Progress Report in which the Exemplary Proficiency Gains attained by the ELLs were not sufficient for this school to receive extra credit. Analysis of the school report card on NYSTART shows that this school did not make AYP for the performance of the ELLs on the New York State English Language Arts Assessment. It was by one point that this subgroup missed safe harbor.</p>
<p>By June, 2011 the present level of parental engagement as active partners in the school community will remain constant. The focus will be on strengthening the academic support link of the home-school connection. Therefore, the present level of performance on the parent component of the School Environment section of the Progress Report will remain at an A. This goal is derived from the analysis of the Progress Report, the attendance at parental workshops, meetings, and social events during the current school year, and the recent designation of this school as having the district-wide highest rate of parental responses for the 2010 Environmental Learning Survey.</p>	<p>By June, 2011 the present level of parental engagement as active partners in the school community will remain constant. The focus will be on strengthening the academic support link of the home-school connection. Therefore, the present level of performance on the parent component of the School Environment section of the Progress Report will remain at an A. This goal is derived from the analysis of the Progress Report, the attendance at parental workshops, meetings, and social events during the current school year, and the recent designation of this school as having the district-wide highest rate of parental responses for the 2010 Environmental Learning Survey.</p>

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

ELA

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>: By June, 2011 there will be a 2% increase in the number of students whose performance on the New York State English Language Arts Assessment demonstrates growth over the previous year’s performance. Therefore, approximately 285 students will demonstrate gain. This goal is derived from analysis of the most recent performance on the New York State English Language Arts Assessment. The Common Core State Standards provide a basis for rigorous curriculum and instruction. Plans are under way to utilize them in the curriculum development.</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>	<p>□ • Implementation of Reading Street by Scott Foresman and Co .in grades K- 3 will occur in September, 2010. • Ongoing Professional Development will be scheduled in fall 2010 to integrate curriculum across the content areas for the implementation of the new Common Core State Standards-. • Curriculum maps have been written in all content areas. Revisions are presently under way to reflect the new Common Core State Standards. • Weekly meetings of Professional Collaborative Teams provide the opportunity to “drill down deep” in data analysis for targeted students and implement instructional change strategies. • The classroom supply of trade books continues to be replenished and diversified. • The school library has acquired a broad collection of books. Through the collaborative planning of the library teacher and the content area teachers, there will be an increase in its use a resource for research and report writing. • Teachers “keep current” with professional literature. Multiple copies of books have been distributed to teachers. • Targeted small group literacy intervention including Wilson Reading and Readers Theatre will be implemented • Demonstration lessons, increased practice of low inference transcription, and Lunch and Learns provide teachers with additional opportunities to share “best practices” and develop pedagogical skills. • Scheduling of common preps and common professional periods supports professional collaboration for data analysis and curriculum planning. • At each grade level, the students designated for professional collaborative inquiry will be programmed as a group for participation in Extended Day instruction. This will provide for focused small group instruction when implementing</p>

	<p>instructional change strategies. • This school is in year 3 of the CFY Grant. If the money continues to be available, every student in grade 6 will receive a computer for home use as did the students in grades 7, and 8. This further supports ELA instruction in the targeted students in those grades. • Our school has just begun to participate in a PENCIL partnership that will provide additional resources for students in the form of mentoring opportunities and an expansion of student horizons beyond the immediate neighborhood. • ACUITY continues to be utilized for assessment and instruction that is implemented through technology and allows for individual pacing. • Achieve3000.com will again be utilized to provide internet based non-fiction reading and writing at the student's lexile level, as determined by the program assessment. The Program's curriculum resources provide a wealth of primary source information and technology based first person experience for the purpose of enhancing background knowledge in students. • Lexia will be utilized in the primary grades. • Foundations continues to supplement instruction in K-2. • Primary grade teachers have membership in Enchantedlearning.com • A Computer Lab for use solely by primary grade students is now operational and is utilized for the Waterford Instructional Program. This will increase the access to technology. • Zero Hour and After School will provide increased academic support in a small group setting. • There is After School instruction for students preparing for the Specialized High Schools Admission Exam. • Staff • Principal supervises Zero Hour for the students enrolled as stated above, Assistant Principals work with Professional Collaborative Teams and supervise the implementation of CFY Grant, • Guidance Counselors, Content Area Teachers, • Regular Ed and Special Ed Classroom Teachers, CTT Teachers, ESL teachers, SETSS teacher, IEP Teacher, Technology Teacher—all implement and monitor their students' performance in ACUITY and Achieve3000. • One AIS Teacher implements, draws lessons, and monitors student performance on Scantron. • Another AIS Teacher plans and modifies instruction, and monitors student performance on Achieve3000.com • AIS Teachers create classes in ACUITY and ARIS for focused monitoring of students in the professional collaborative teams • Coaches work during extended day and provide demonstration lessons and Professional Development through Lunch and Learns.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/> ARIS utilized for collaborative inquiry and to assign students to specific internet program • ACUITY Predictive and ITA utilized for collaborative teams and for program based individual student assignment in area of weakness detailed in the assessment • New York State ELA • Internet based indicators of progress as exemplified by the following programs: Scantron utilized by AIS Teacher to plan students' instructional packets Achieve3000 utilized during Zero Hour and during the regularly scheduled computer lab time assigned to individual classes in the instructional day • AIS program –specific assessment as exemplified in the Wilson Reading Program implemented during Extended Day and at specified periods during the school day • WRAP -3 times yearly • ECLAS-2 in K-3 – in fall and spring • K-3 Scott Foresman Reading Street Program: Differentiated Test Practice Benchmark Tests End of Unit</p>

	<p>Tests Selection Tests • Conference notes weekly • Teacher created assessments • Professional Collaborative Team Meetings weekly</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> · · · New York State ELA · Internet based indicators of progress as exemplified by the following programs: <p style="padding-left: 40px;">instructional day · AIS program –specific assessment as exemplified in the Wilson Reading Program implemented during Extended Day and at specified periods during the school day</p> <ul style="list-style-type: none"> · WRAP -3 times yearly · ECLAS- 2 in K-3 – in fall and spring · K-3 Scott Foresman Reading Street Program: · Conference notes weekly · Teacher created assessments · Professional Collaborative Team Meetings weekly

Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>By June, 2011 there will be a 88.9% increase in the academic and social integration of grades 3-7 special education students into the general education population. Therefore, approximately 17 students (almost doubling the present 9 students) will be enrolled in a CTT class, and the present level of Special Education student participation in academic and social activities beyond the school day will increase to approximately 9 children, a 50% increase above the 6 students in 2009-10. This goal is derived from the academic and social success of the Special Education Students currently enrolled in CTT and the increased enrollment of Special Education Students in Zero Hour and After School Programs.</p>
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<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>	<p><input type="checkbox"/> • In September, 2010 school wide systemic change will ensure that all Special Education students who receive bus transportation will arrive at school before the 8:05 AM official start of the school day. This was achieved through efforts to reroute the assigned buses. These students will be guaranteed a full instructional day. • The CTT Class will progress to grade 4. • A second CTT Class will be open in grade 8 • There has been steady participation in Zero Hour by Special Education students, and additional students will be enrolled. • Special Education students will continue to participate in Afterschool, Basketball, and Fine Arts. • Special Education students will be part of the focus of the Professional Collaborative Teams. • Special Education teachers will continue to meet with their grade level colleagues in Professional Collaborative Teams to proceed through the Inquiry Cycle • Special Education teachers are scheduled for common preps and common professional periods with grade level colleagues to ensure common time for curriculum planning. • Selected students are mainstreamed with regular ed classmates for instruction during the Extended Day period • Mainstreaming is set up in accordance with student IEPs and in response to assessments. • Special Education teachers will participate in the low inference transcription. Staff. • Principal – supervises student instruction during Zero Hour • Assistant Principals-supervise student instruction and sports during AfterSchool; • Guidance Counselors-provide needed support as these students are mainstreamed and brought into full participation in school life. • School Psychologist – provides student testing and IEP specifics • Content Area Teachers, Regular Ed and Special Ed Classroom Teachers, CTT Teachers, ESL teachers, SETSS teacher, IEP teacher, AIS teachers, Technology Teachers provide scaffolded instruction and support during the school day and during regularly assigned instructional periods. • Paraprofessionals – provide support to individual students during the school day and during Zero Hour • Instructional Specialists- provide lessons, instructional strategies, and teacher feedback on lessons addressing this population</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/> • ARIS monthly review • ACUITY Predictive in the fall • ITA in November and March • New York State ELA in April • Achieve3000 – daily review of lesson and weekly analysis of on-line responses • AIS program –specific assessment (i.e.Wilson –daily monitoring, monthly charting) • WRAP – 3 times yearly • ECLAS-2 in fall and spring • Conference notes weekly • Teacher created assessments • Professional Collaborative Team Meetings weekly • Meetings of the School Based Support Team -weekly</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • ARIS monthly review • ACUITY Predictive in the fall • ITA in November and March • New York State ELA in April

	<ul style="list-style-type: none"> · Achieve3000 – daily review of lesson and weekly analysis of on-line responses · AIS program –specific assessment (i.e.Wilson –daily monitoring, monthly charting) · WRAP – 3 times yearly · ECLAS- 2 in fall and spring · Conference notes weekly · Teacher created assessments · Professional Collaborative Team Meetings weekly · Meetings of the School Based Support Team -weekly
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Subject Area
(where relevant) :

ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June, 2011 51% of the students in grades 1-8 will demonstrate proficiency in writing as measured by the evaluation of student writing performance according to the grade level writing rubric. This goal is derived from the school wide focus on writing during the 2009-10 school year, the resultant action research conducted in the Professional Collaborative Teams, and the current revision of the New York State English Language Arts Assessment to include an extended written response on all grade levels.</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>	<p>☐ • 2010-2011 school wide academic focus continues to be writing development. • Phase III of the Inquiry Cycle has brought systemic change to school wide instruction in that the Four Square Organizer has been implemented across all grades to support organization in writing. This will continue in September. • PD has occurred during the '09-'10 school year to facilitate this. • Each Professional Collaborative Team has developed a common writing rubric to use as an instructional and assessment tool. • Teacher created assessments are based on rubrics • Instruction focuses on a multiplicity of writing (i.e. journal writing, persuasive writing, informative writing, narrative writing, and timed prompt writing) • Instruction focuses on writing mechanics • Teacher conference notes • Grades K-3 are implementing Scott-Foresman's Reading Street. This ensures depth and differentiation in writing instruction. • Grades 6-8 implements Prentice Hall's anthologies for Literacy instruction. This assures depth and differentiation in writing. • Curriculum mapping is ongoing and reflects the new Common Core State Standards for Writing. • Technology based instruction in Achieve3000.com. This program contains a daily thought question which requires different types of writing as a synthesis of the new learning. These responses are emailed to the teacher who, in turn, reads them, grades them, and offers instructional guidance that is emailed back to the student. This</p>

	<p>written dialogue, in itself, is a tool to enhance writing. • Staff: • Principal, Assistant Principals,- monitoring instruction • Content Area Teachers, Regular Ed and Special Ed Classroom Teachers, ESL teachers, implementing Four Square Writing as a basic organization tool • SETSS teacher, IEP Teacher, AIS Teachers, Technology Teachers,- supporting instruction • Instructional Specialists –as professional resources.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include 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>• Tax Levy • SW Title I • Fair Student Funding • Assessments according to rubrics created in Professional Collaborative Teams-approximately 3 times yearly • Assignments and assessments in Reading Street • Thought questions, writing prompts, picture based creation of stories in Achieve3000.com-weekly • New York State ELA • ECLAS-2 in fall and spring • Professional Collaborative Team Meetings weekly • Teacher created assignments • Conference Notes-weekly</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • ARIS monthly review • in the fall • ITA in November and March • New York State ELA in April • Achieve3000 – daily review of lesson and weekly analysis of on-line responses • AIS program –specific assessment (i.e.Wilson –daily monitoring, monthly charting) • WRAP – 3 times yearly • ECLAS- 2 in fall and spring • Conference notes weekly • Teacher created assessments • Professional Collaborative Team Meetings weekly • Meetings of the School Based Support Team -weekly

Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>By June, 2011, the English Language Learners subgroup population will demonstrate a 5 percentage point growth in Exemplary Proficiency Gain on the New York State English Language Arts Assessment. This will increase from 36.1% to 41.1% the percentage of</p>
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	<p>students demonstrating Exemplary Proficiency Gains as measured on the New York City Department of Education Progress Report.</p> <p>This goal is derived from analysis of the current New York City Department of Education Progress Report in which the Exemplary Proficiency Gains attained by the ELLs were not sufficient for this school to receive extra credit. Analysis of the school report card on NYSTART shows that this school did not make AYP for the performance of the ELLs on the New York State English Language Arts Assessment. It was by one point that this subgroup missed safe harbor.</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>	<p><input type="checkbox"/></p> <p><i>Reading Street</i> by Scott-Foresman in grades K – 3 supports instructional differentiation with ESL strategies that support language development and scaffold student learning</p> <p>The ELL classrooms have libraries leveled specifically for ESL students</p> <p>There is daily AIS push-in support for ESL classes in grades 3-6</p> <p>Push-in writing support for the ESL 6th grade in the form of a newly created writing course focuses on the grammatical structure of the language</p> <p><i>Leapfrog</i> is utilized in centers in the primary grades</p> <p>Every ELL in grades 2-8 is enrolled in <i>Achieve300.com</i>, an internet based program that provides a myriad of auditory and visual resources to enhance background knowledge, thereby maximizing language acquisition. This program also provides for written responses composed on the computer.</p> <p><i>Waterford</i>, a technology based phonics program, is utilized with primary grade ELLs</p> <p><i>Waterford</i> is also utilized as appropriate with newly arrived older ELLs on an “as needed” basis following teacher evaluation.</p> <p>ACUITY provides instructionally targeted individualized lessons –based on the results of the ITA and Predictive Assessments.</p> <p><i>Destination Reading</i> is an internet based AIS literacy program which requires a student written response to demonstrate comprehension of the reading skill taught in each lesson. This is implemented in grades 6-8.</p> <p>4th grade book club targets ELLs</p> <p>As appropriate, third and fourth grade ELLs receive small group instruction in the Wilson Reading System.</p> <p>The After school program enrolls ELLs from grades 2-8</p> <p>The Zero Hour utilizing <i>Achieve3000.com</i> enrolls ELLs in grades 3-5</p> <p>ELL students are represented on all Inquiry Teams</p>

	<p>During Extended Day, non-English speaking recently enrolled ELLs are scheduled for the Lab of Knowledge where an ESL Teacher supports them as they receive instruction through <i>Waterford</i>.</p> <p>The ELLs in grade 7 are set to participate in the PENCIL Partnership this school has established with Mr. Michael Traffanstead from <i>Bloomberg Financial Corp</i>.</p> <p>Parent workshops support the parents of the ELLs in the following ways:</p> <ol style="list-style-type: none"> 1) Each month a teacher at a specific grade level conducts a workshop during which he/she explains and presents artifacts detailing the classroom curriculum. Translation into the parents' language is ongoing during the presentation. 2) A Saturday ESL Parent Instructional Program is set to start in January. In addition to enhancing language acquisition, this program provides basic computer instruction. 3) Parents are made aware of the website <i>Colorin Colorado</i> which offers parents English and Spanish resources to support their children's education.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/></p> <p>Resources Title III.</p> <p>Principal supervises the Saturday Program and the Zero Hour Program Assistant Principals supervise the After School Programs Classroom Teachers, ESL Teachers, and AIS Teachers utilize ESL strategies in lesson planning In addition to classroom support, AIS Teachers utilize <i>Achieve3000.com</i> and ACUITY SETSS Teacher and IEP Teacher support classroom instruction for ELLs receiving Special Education support services Technology Teachers implement technology based programs</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Use of portfolios to track student progress CSAF to monitor student progress, record data, and enunciate next steps ACUITY ITA and Predictive to align differentiation of classroom instruction Running Records Professional Collaborative Teams and School Wide Data Team evaluate student work Achieve3000.com and Waterford reports demonstrating student proficiency</p>

	<p>Program specific assessments such as Wilson Reading System New York State English Language Arts Assessment WRAP ECLAS-2 Assessments in Scott- Foresman Reading and Prentice Hall Anthologies Teacher created assessments Conference notes weekly <input type="checkbox"/></p>
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Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June, 2011 the present level of parental engagement as active partners in the school community will remain constant. The focus will be on strengthening the academic support link of the home-school connection. Therefore, the present level of performance on the parent component of the School Environment section of the Progress Report will remain at an A. This goal is derived from the analysis of the Progress Report, the attendance at parental workshops, meetings, and social events during the current school year, and the recent designation of this school as having the district-wide highest rate of parental responses for the 2010 Environmental Learning Survey.</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"> • Introduction of monthly parent workshops conducted by teachers in Pre K – Grade 3; various teachers on each grade level will present upcoming curriculum and instructional tools for parents to support learning at home • Such workshops will be conducted at various times to provide flexibility and offer parents greater access to programs • The Parent Coordinator will plan workshops to support parents in their roles as the primary teachers of their children. These include workshops dealing with the following: keeping parents of ELL students informed about student educational requirements, utilizing strategies for conflict-resolution at home, participating in various literacy responses, engaging in the math games their children learn, and participating in technology workshops. Some of these will be offered on Saturdays as well as during the week. • The guidance counselor offers the parents informational workshops about high school admissions and guides them through the admissions process itself • Since this will be the third year of the implementation of the Computers for Youth Grant, through which every 6th grader receives a computer for home use, parents will again be invited to attend a workshop during which computers are distributed and the particulars of

	<p>the grant are explained. • Workshops will offer parents the opportunity to participate in the technology based instruction offered to the students.. • Through the Learning Leaders Program, parent volunteers provide additional support in school. • The PTA will continue to promote the welfare of the school through their donation of time, their fundraising activities such as cake sales, holiday gift sales, and their organization of student picture days. They also foster a spirit of community through holiday luncheons in which parents and staff participate. • Because of the expected implementation of the PENCIL partnership in September, it is anticipated that there will be additional resources for students to utilize with their families. • In grades K-3, Scott Foresman Reading Street, provides parents with upcoming literacy and curriculum notices. These notices will be sent home prior to the beginning of the unit and will inform the parents of activities that will take place in the classroom. Staff. • Principal-attends all parent meetings scheduled by the Parent Coordinator • Parent Coordinator –schedules parent information meetings, conducts one-on-one meetings as requested by parents, serves as a liaison between teachers and individual parents, works with PTA on yearly Multicultural Celebration and holiday lunches • PTA members assist in planning above celebrations, coordinate fund raisers and picture days • Assistant Principals – 1 Assistant Principal coordinates the Saturday Program for ESL Parents • Guidance Counselors-hold informational meetings for parents, especially as pertains to the high school admissions process • Instructional Specialists -hold at least two workshops yearly to inform and prepare parents for the NYS Assessments • Teachers -implement behavioral plans for students, as needed, • Maintain frequent communication with parents through phone conferences • Distribute weekly progress reports, as required</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include 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>• Title I • Class Attendance Sheets for meetings • Open School Class Attendance Sheets • Parent workshop attendance sheets monthly. • Parent Coordinator’s and PTA President’s monitoring of attendance monthly • Participation in Learning Leaders-sign – in sheets--weekly • Parent Survey - yearly • Attendance at luncheons—3-4 times yearly</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Class Attendance Sheets for meetings Open School Class Attendance Sheets Participation in Learning Leaders-sign – in sheets--weekly Parent Survey - yearly Attendance at luncheons—3-4 times yearly</p>

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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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			N/A	N/A	2	1	1	2
1			N/A	N/A	12	2	2	2
2	13		N/A	N/A	11	2		3
3	80	80	N/A	N/A	4	2		2
4	78	78	78	78		2	4	8
5	62	62	62	62	12	2	1	3
6	68	68	68	68	14	3	2	2
7	60	60	60	60	10	2	6	1
8	53	53	53	53	29			1
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. 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:	<input type="checkbox"/> ELA: Wilson Reading System Readers Theatre Acuity Scantron Achieve3000 Foundations Leap Frog	<p>multi-sensory decoding with comprehension through visualization; Method of Delivery- small group during the school day and Extended Day;</p> <p>support in development of fluency through repeated reading and dramatization Method of Delivery -small group during Zero Hour</p> <p>internet based instruction targeted to student needs as evident in student performance on the Periodic Assessments Method of Delivery - computer lab during the school day, After School, at home</p> <p>internet based individualized assessment, targeted instruction resources such as lesson plans and instructional tools, followed by individualized reassessment Method of Delivery - computer lab during the school day, After School, at home</p> <p>An internet based literacy program for grades 2-5 that utilizes non-fiction text at the student's assessment determined lexile level to provide reading and writing at all levels of Blooms Taxonomy. Method of Delivery –during the school day and Zero Hour</p>

	<p>Literacy Place</p> <p><i>Read, Write, Edit</i> by Options</p> <p>Buckle Down</p> <p>Push-In Teacher Support</p>	<p>Multi-sensory literacy instruction developed from Wilson Reading Systems whose goal is to foster decoding skills Method of Delivery -whole class instruction and small group instruction as needed during the school day</p> <p>Technology based support for decoding –utilized during the school day in primary general ed and special education classes</p> <p>Reading series program utilized in grades 3 – 5 during Extended Day</p> <p>A text based support that provides comprehensive reading assessment, practice, and reassessment at the student’s level Method of Delivery –during the After School Program</p> <p>Text based support in grades 3-8 Method of Delivery –during 37.5 and After School</p> <p>Assist in guided reading and provide One-on-One support, as needed Method of Delivery –during school day</p>
<p>Mathematics:</p>	<p><input type="checkbox"/></p> <p>Mathematics: Small group instruction</p> <p>Acuity</p>	<p>utilizing the following resources: <u>Coach Books</u>, <u>Ladders to Success</u>, and <u>Buckle Down</u>, <u>Kaplan Unlock the New York State Mathematics</u></p> <p>Method of Delivery during 37 1/2 minutes, After school, push-in support during the school day.</p> <p>Method of Delivery : computer lab during the school day, After School</p>

Science:	<input type="checkbox"/> Science:	<i>Buckle Down</i> text based support, New York State Science Measuring Up Series, Foss Kits in the Science Labs <u>Passwords</u> Associated Press (grades 6th-8th Extended Day) Method of Delivery : Extended Day, during school day (grades K-8)
Social Studies:	<input type="checkbox"/> Social Studies: <u>Passwords</u> by Curriculum Associates Comprehensive Social Studies Grades 5-6 by Options Primary Source Document Book Scott Foresman DBQ Book	supports the acquisition of vocabulary specific to each social studies topic-grade 8 –extended day text based support Method of Delivery during school day Method of Delivery – during school day Method of Delivery -during Extended Day
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> At-risk Services Provided by the Guidance Counselor:	Counseling services are afforded to all students according to individual needs. Special needs students receive mandated group or individual counseling. The Guidance Counselor also conducts parent consultations by addressing and informing parents of Special Education IEP mandates Counseling intervention is also provided for those students who have been suspended. Guidance. Counselors work closely with parents of 8 th grade students and guide them through the high

		<p>school admission process</p> <p>Conflict mediation sessions are conducted by the Guidance Counselor. A selected group of students undergoing training to be Certified Conflict Mediators.</p>
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> At-risk Services Provided by the School Psychologist:	<p>Crisis Interventions, suicidal risk assessment, parent outreach and referrals; one to one behavioral interventions, functional behavioral assessments; behavior intervention plans, group discussions, teacher and school staff consultation; student interview, individual sessions</p>
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> At-risk Services Provided by the Social Worker:	<p>Support services: individual and group counseling, play therapy, verbal therapy, grief counseling, anger management control, socialization skills group, consultation with parents, teachers, and other school personnel geared to helping child improve behavior issues as well as the academic issues; referral services for outside psychiatric services; reading and poetry discussions to enhance values etc.</p>
At-risk Health-related Services:	<input type="checkbox"/> At-risk Health-related Services:	<p>Rendering first aid and calling parents of children who are ill, monitoring of blood glucose for diabetic students; administrating medications as recommended by physician; maintain accurate health records; providing open airways classes for children with asthma as well as health examinations and screenings; involved in case findings, follow up and monitoring of confirmed and suspected health problems; educating parents/guardians on the importance of regular health care for their children; coordinating physical examinations on-site for students requiring them</p>

- 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. **APPENDIX 2 PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)** 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 **NYCLES** in the manner 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) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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

Throughout the school day the ESL teacher meets with the classroom teachers during their articulation period to discuss the needs of the LEP students and to plan their lessons within a standards driven instructional program that utilizes a balanced approach to teaching and learning. The ESL teacher pushes into the classroom during literacy and/or Social Studies, Science, or other content areas and provides the students with lessons that enhance their language development. The LEP students have the opportunity to excel academically and socially. Children First Initiative's uniform curriculum by learning to read, write, and think. Instructional program as their peers.

Careful analysis of the 1st and 2nd grade LEP students for 2009-2010 NYSESLAT ELLAs and informal assessments as well as the 3rd and 4th grade LEP students NYSESLAT program NYSESLAT scores reveal that these students require additional support in the areas of writing and comprehension. As a result, Title III Zero Hour After School and Saturday Programs (funds permitting) this year were designed to support students improve their skills in these areas. In the Title III Zero Hour and After School Programs there is general education teacher servicing one 2nd grade class of 15 and one 4th grade class of 15 students. On the 4th grade an ESL licensed teacher services 5 LEP and Non-LEP students. In each program, the LEP students receive supplemental instruction in English language arts. They are provided with a curriculum that aligns instruction to that of the regular school day, in order to scaffold their learning. The LEP students are exposed to learning through the use of **School's Student program (e.g., Scholastic, etc.)** and authentic literacy activities that enhance their listening, speaking, reading and writing skills as well as increase their opportunity of achievement on the NYSESLAT, State and classroom assessments.

Grade Level(s)

Pre-K-5 Zero Hour Program is held from 7:00 am – 8:00 am Mondays through Fridays and the After School Program is on Tuesdays and Wednesdays, from 3:10 pm – 4:45 pm beginning sessions in October of 2010 and ending in June of 2010. If funding is available, the Title III Saturday program sessions will be held from 9:00 am – 12:00 pm. The students are grouped by proficiency levels, and the group size for

LEP 127 does not exceed 15 students.

Non-LEP 593

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.

Number of Teachers 50
Other Staff (Specify) 14 Professional and 12 Paras

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative
Language Instruction Program

ESL teachers as well as all faculty members servicing LEP students are provided with workshops. School and off-site personnel work collaboratively to provide Professional Development beginning in September to faculty members working with the ELLs. Workshops take place during the school day and after school, during the months of November through June, on Professional Development Days (e.g. Election Day), and during Grade and Faculty Conferences. The topics of the workshops include : Collaborative Team Teaching for the ESL Push-In Model, Differentiation of Instruction, Aligning instruction to ESL Standards to the content areas, Developing activities to enhance the ELLs' listening, speaking, reading and writing skills, Use of Portfolios to Track Student Progress and to Drive Instruction, Collaborative Team Teaching Strategies, Use of Data to align Instruction, How to Align NYSESLAT Components to Classroom Instruction, Developing Units of Study aligned to the school's curriculum as outlined in the Comprehensive Educational Plan (CEP), Using the Individual Educational Plan (IEP) to meet academic and social requirements for Special Education Students, Leveling Libraries for the ELLs and Creating a Home to School Link. In addition, the workshops lead to developing final products that include: Units of Study in literacy and a book of activities for students and parents to utilize at home. Teachers are provided with materials and resources to support them to implement the strategies learned.

Section III. Title III Budget

School: **\$19,340**
 BEDS Code: **333200010384**

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) - Per session - Per diem	\$15,003	<input type="checkbox"/> This is utilized for per session teachers in before and after school programs.
Purchased services - High quality staff and curriculum development contracts	\$ 0	<input type="checkbox"/> No money was budgeted for this.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$1,337	<input type="checkbox"/> This is used for student supplies such as books.

Educational Software (Object Code 199)	\$3000	<input type="checkbox"/> Achieve3000.com was purchased with this.
Travel	\$0	<input type="checkbox"/> None was budgeted.
Other	\$0	<input type="checkbox"/> No remaining funds.
TOTAL	0	

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.

The native languages of the parents of all parents, including those of English Language Learners in the school were assessed through discussions with teachers, parents, the Parent Teacher Association and the Parent Coordinator. A need for oral and written translations was identified for parents that speak Spanish, Chinese or Haitian-Creole.

Upon registration, all students' parents answer questions in the Home Language Identification Survey, (HILS), which identifies languages spoken in a student's household. Information gleaned from this document is populated into ATS, in which a report can be generated which identifies the preferred language of communication for parents for the entire parental school community.

Once a parent's preferred language has been identified, a pedagogue in conjunction with the Parent Coordinator work collaboratively to ensure adequate written and oral correspondence regarding all school matters in their preferred language in a timely fashion.

Because the overwhelming majority of parents who indicate a home language other than English are Spanish speakers as evident by data collected from the HLIS, all written correspondence is routinely provided to all students in both Spanish and English. The remaining identified languages are Chinese and Haitian-Creole. These parent's are provided written correspondance in their preferred language.

Additionally, in the event that a parent's preferred language of correspondence is not adequately provided by school staff, a request for assistance is made to the Office of Translation Services, pursuant to Chancellor's Regulations.

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.

A major need was identified in providing parents with interpreters in the parent's preferred language of Spanish, Haitian-Creole and Chinese population during assemblies, Meet the Teacher Night, PTA meetings and Parent Workshops.

During Faculty Meetings and Grade Level Meetings, students' parents' oral and written interpretation needs are identified, discussed and addressed with administration. Faculty are encouraged to work closely with the Parent Coordinator in providing interpreters in the parent's preferred language before meeting with the student's parent.

If the need arises for a Haitian-Creole or Chinese translation, or any other language the Office of Interpretation Services is notified to assist.

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.



Within 30 days after student enrollment, a parent's preferred language of communication is recorded. Written services in their preferred language will ensure that parents have accessibility to the following information and workshops:

- Parent Teacher Association notices
- Letters for Parent Teacher Conferences
- Letters for workshops, flyers, and hand-outs
- Letters specifying information about ARIS workshops
- Letters indicating student ELL status and placement
- Letters for class trips One-on-One Parent Meetings

In order to ensure a timely provision of translated documents to parents determined to be in need of language assistance services, our offices are expedient and proficient in obtaining and submitting to parents, any pre-translated official correspondence (Centrally Produced Critical Communications or Student Specific Critical Documents) in parents' preferred languages from the DOE website, as per Chancellor's Regulations.

In the event that no pre-translated correspondence exists for a particular school notice, our school has designated several bilingual pedagogues to assess the translation of every day correspondence.

Finally, in the event that there is no pre-populated translation on the DOE website, nor any pedagogue who is proficient in a parent's preferred language, the office of Translation Services will be notified to provide assistance.

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.

Our school has designated several bilingual pedagogues and the parent coordinator to assist in the oral translation of every day correspondence for assisting teachers, staff members and administration in their communication with parents who indicate a preferred language other than English.

In the event a parent's preferred language is not a language in which any pedagogue or staff member expresses proficiency, the Office of Translation Services is requested to assist.

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

The Parent Coordinator in conjunction with the PTA will inform the parents of their rights regarding parental notification as per Chancellor's Regulation A-663.

Also, our Parent Coordinator participates in all available Professional Development provided by the Network and the Translation and Interpretation Unit. Faculty, Parents and Administrators are informed of these changes by a designated Administrator during faculty meetings, grade level meetings and parent meetings..

one-on-one meetings

upon request when such services are necessary for parents to communicate with teachers, guidance counselors, school nurse and/or other school staff regarding critical information about their child's education, as per Chancellor's Regulations.

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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$678,538	\$116,720	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,785.38		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$33,927	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$67,854	*	

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 2009-2010 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.

Professional Development is conducted by the Staff Developer-Coach. 50% of her salary is paid under Title I funds.

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school.



1. School Parental Involvement Policy –

The following is a copy of PS/IS 384’s School Parental Involvement Policy.

P.S. / I.S. 384 Frances E. Carter School agrees to implement the following statutory requirements:

- a. P.S. / I.S. 384 will ensure that information related to the school regarding parent programs, meetings and other activities is sent to the parents of the students in an understandable and uniform format, including alternative formats upon request and, to the language the parents can understand.*
- b. P.S. / I.S. 384 will educate its teachers, pupil services personnel, Principal and Assistant Principals in how to reach out to, communicate with, and work with parents as equal partners and help build ties between parents and the school community.*
- c. The school will provide instructional materials and professional workshops to help parents work with their children to improve their children’s academic achievement and foster parent involvement.*
- d. P.S. / I.S. 384 will provide an open door policy for parents to work in conjunction with the Parent Coordinator, administration and faculty regarding concerns and needs needed to be addressed.*
- e. The school will involve the parents of children served in Title I in decision about the allocation Parent Policy and conclude how money will be set aside.*

P.S. / I.S. 384 will be governed by the following statutory definition of parent involvement and will carry out programs, activities and accordance with this definition.

Parent involvement means the participation of parents as partners involved in student academic learning and other school activities by involving parents to play an integral role in assisting in their child's learning. Parents are encouraged to be actively involved in their child's education and are included as appropriate, in decision making.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation : 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 eight 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 and disseminated in the major languages spoken by the majority of parents in the school.

P.S. / I.S. 384 and the parents of students participating in activities, services and programs agree that this compact outlines how the parents, the entire faculty, and the students will share the responsibility for improved student academic achievement.

School Goals 2010-2011:

Goal 1: By June, 2011 there will be a 2% increase in the number of students whose performance on the New York State English Language Arts Assessment demonstrates growth over the previous year's performance. Therefore, approximately 285 students will demonstrate gain. This goal is derived from analysis of the most recent performance on the New York State English Language Arts Assessment. The Common Core State Standards provide a basis for rigorous curriculum and instruction. Plans are under way to utilize them in the curriculum development

Goal 2: By June, 2011 there will be a 88.9% increase in the academic and social integration of grades 3-7 special education students into the general education population. Therefore, approximately 17 students (almost doubling the present 9 students) will be enrolled in a This goal is derived from the academic and social success of the Special Education Students currently enrolled in CTT and the increased enrollment of Special Education Students in Zero Hour and After School Programs.

Goal 3: By June, 2011 51% of the students in grades 1-8 will demonstrate proficiency in writing as measured by the evaluation of student writing performance according to the grade level writing rubric. This goal is derived from the school wide focus on writing during the 2009-10 school year, the resultant action research conducted in the Professional Collaborative Teams, and the current revision of the New York State English Language Arts Assessment to include an extended written response on all grade levels.

Goal 4: By June, 2011 95% of the teachers will continue to be involved in action research as members of Professional Collaborative Teams in which data analysis, collaboration, and instructional differentiation are utilized for students to achieve academic proficiency. Therefore, approximately 50 teachers will participate in Professional Collaboration.

This goal is derived from the work of the current year's teams as they progressed through Phase 1 and 2 of Collaborative Inquiry and the school wide change in Phase 3.

Goal 5: By June, 2011 the present level of parental engagement as active partners in the school community will remain constant. The focus will be on strengthening the academic support link of the home-school connection. Therefore, the present level of performance on the parent component of the School Environment section of the Progress Report will remain at an A.

This goal is derived from the analysis of the Progress Report, the attendance at parental workshops, meetings, and social events during the current school year, and the recent designation of this school as having the district-wide highest rate of parental responses for the 2010 Environmental Learning Survey.

School Responsibilities :

1. *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.*
2. *Hold parent-teacher conference in accordance with the NYC Department of Education.*
3. *Provide parents with frequent reports on their children's progress.*
4. *Provide parents reasonable access to faculty. Specifically, staff will be available for consultation during prep periods.*
5. *Provide parents opportunities to volunteer and participate through Learning Leaders*
6. *To provide parents with the opportunity to participate in school sponsored workshops on appropriate subjects, i.e. literacy classes and reading strategies.*
7. *To provide parents with timely information about all programs, including school performance profiles their child's individual student assessment results; forms of assessment and the proficiency levels that students are expected to meet; opportunities for regular meetings to formulate suggestions and share experiences; and timely responses to their suggestions.*

Parent/Guardian Responsibilities :

1. *To share the responsibility for improved student achievement by becoming a partner in their child's education.*

2. *To monitor and assist*
 - Homework
 - Attendance

3. *To be active participants on a school based planning and decision-making committee.*

4. *To participate in school sponsored workshop on appropriate subjects, i.e. literacy and reading strategies.*

5. *To become involved in organized planning, review and improvement of programs.*

6. *To promote positive use of child's extracurricular time with extra learning opportunities, after school, zero hour or project arts.*

7. *To be informed about my child's education and communicating with the school by promptly reading all notices either received by my child or by mail and responding as appropriate.*

Parent signature _____

Student signature _____

Date _____

If you have any questions, please feel free to call Ms. Baez, the parent coordinator at (718) 574-0382.

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.



This has been addressed in the Children First Accountability Summary on page 9 and in Section IV. Needs Assessment on pages 11 and 12.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.



This has been addressed in the Academic Intervention Services on pages 28-31.

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.



This has been addressed in the Academic Intervention Services on pages 29-32..

o Help provide an enriched and accelerated curriculum.

This has been addressed in Section III: School Profile Part A pages 5-6 and pages 13-14 - School Goals.

o Meet the educational needs of historically underserved populations.



This has been addressed in the Children First Accountability Summary on page 9 and in Section IV Needs Assessment on pages 11-12; Annual Goal # 2 on pages 19-21; on pages 29 – 32, and Appendix 7 on page 60.

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.

- This has been addressed in Appendix 1: Summary of Academic Intervention Services on pages 29-32.

- o Are consistent with and are designed to implement State and local improvement, if any.

- This has been addressed on pages 13-14-School Goals.*

3. Instruction by highly qualified staff.

-

This has been addressed in the School Information, School Profile, and The NCLB Requirements on pages 7-9 and page 47.

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.

-

This has been addressed in the Action Plan on pages 16-27.

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

-

Staff are recruited through recommendation, scrutiny for evidence of rigor in the candidate's teacher preparation program, and a careful and deliberate interview process conducted by a Selection Committee.

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

-

This has been addressed in Goal 5 on pages 26- 27, in Appendix 2 pages 40- 41, in Appendix 4 on pages 47-48.

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.



PS/IS 384 has a Universal Pre-K Program through which these children become a part of the life of the school. They are programmed for gym class, Art and Music, and participate in celebratory programs and events such as Field Day and auditorium performances by students in grades K-8.

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.

This has been addressed in Goal 4 on pages 22-25

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.



This has been addressed in Goals 1,2, and 3 on pages 16-23; Academic Intervention Services on pages 29-32; Appendix 2 Program Delivery for English Language Learners on page 33..

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.



The SPINS Program is integrated into the school curriculum and focuses on drug prevention and development of socialization skills. In compliance with The Chancellor's Initiative, this school implements RESPECT FOR ALL. This year PS/IS 384 has begun to implement the Conflict Mediation Program. Mediators are now receiving training. It is expected that a Saturday morning Adult Education Program consisting of a language acquisition program and training in computer technology will continue. In addition, the Parent Coordinator serves as a resource in providing outside agencies for parents in need of special support services.

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 specifically 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	Fund Source <i>(I.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) 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 goal number references where a related program activity has been described in this plan.
		Yes	No	N/A		
Title I, Part A (Basic)	Federal	Yes			\$678,538	True Goal 1,3,5
Title I, Part A (ARRA)	Federal	Yes			\$116,720	True Goal 1,3,5
Title II	Federal	Yes			\$207,686	True Goal 1, 2, 3
Title III	Federal	Yes			\$19,340	True Goal 1, 2, 3, 5
IDEA	Federal	Yes			\$172,492	True Goal 2
Tax Levy	Local	Yes			\$3,165,965	True Goal 1, 2, 3, 4

¹**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.

²**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:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
 - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title 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.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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.
NA
2. Ensure that planning for students served under this program is incorporated into existing school planning.
NA
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;
NA

b. Help provide an accelerated, high –quality curriculum, including applied learning; and
NA

c. Minimize removing children from the regular classroom during regular school hours;
NA

4. Coordinate with and support the regular educational program;
NA

5. Provide instruction by highly qualified teachers;
NA

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
NA

7. Provide strategies to increase parental involvement; and
NA

8. Coordinate and integrate Federal, State and local services and programs.
NA

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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)

22

2. Please describe the services you are planning to provide to the STH population.

The following services are planned for the STH population:

- *The Attendance Committee will closely monitor attendance and lateness*
- *The Parent Coordinator will engage in parent reach-out.*
- *The Parent Coordinator will conduct workshops to inform parents about utilizing the computers at the local library to access ARIS email and maintain contact with the school.*
- *Plans are being formulated to provide additional guidance support in the form of one-on-one sessions, if needed.*
- *The SAT monitors these "at risk" students. Guidance and SAT provide on-going counseling to those "at risk" students.*
- *They participate fully in all supplementary programs that are classroom based.*

- *They participate fully in all extra curricular activities such as sports, music, technology, and preparation for the New York State Assessments.*
 - *The students who are “increased at risk” receive counseling from guidance and SAT on an “as needed” basis.*
 - *These students receive on-going and “as needed” services from SAPIS.*
- These students will participate in the Conflict Mediation Program as it gets under way this year.

Part B:

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.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_32K384_102910-150259.doc

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 Cluster 3	District 32	School Number 384	School Name Frances E. Carter
Principal Ms. Brunhilda Perez		Assistant Principal Ms. Marilyn Cruz	
Coach Ms. Rosemarie Shaffer		Coach	
Teacher/Subject Area Jennifer Pierce-Chornomor /ESL		Guidance Counselor Susan Spaventa	
Teacher/Subject Area Rosemarie Casaccio/Reading		Parent Yelitza Astacio	
Teacher/Subject Area		Parent Coordinator Grace Baez	
Related Service Provider		Other	
Network Leader Ms. Ada Orlando		Other	

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	5	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	5

C. School Demographics

Total Number of Students in School	720	Total Number of ELLs	127	ELLs as Share of Total Student Population (%)	17.64%
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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.

Upon registration, the parent of a first-time new admit receives a registration package from the secretary which includes the Home Language Identification Survey (HLIS). If the parent speaks a language other than English, he/she receives the Home Language Identification Survey in his/her native language. If the parent indicates a low incident language, oral translation services are contacted, and the parent takes the survey with the support of a translator. The ELL Coordinator, Ms. Jennifer Pierce-Chornomor- licensed ESL Teacher, evaluates the Home Language Identification Survey and if questions 1-4 and 5-8 in Part 1 of the HLIS indicate that there is a language other than English spoken at home, she conducts an oral interview with the parent to complete Part 2 of the HLIS. This interview is conducted in the parent's native language with the assistance of a staff member who speaks the language or a representative of the translation-interpretation unit. The translation-interpretation representative assists over the phone. If the child is present, he participates in the interview also. The purpose of the interview is to identify the home language and the instructional program of the student. Based on the results of this interview and the answers provided in part 1 of the HLIS, the home language is established. Upon completion of the HLIS, the original is placed in the student's cumulative record and a copy goes into the ELL Compliance Binder. If the home language is English, the first page of the survey is coded NO. No further action is needed; the child is not an ELL student. If the home language is other than English, the appropriate language code is entered in the designated area of the first page. The student becomes eligible for the LAB-R Testing to identify the level of English proficiency. This initial assessment is conducted only once in the child's life. This LAB-R is administered within the first ten days of student's admission. The ELL Coordinator, Jennifer Pierce-Chornomor, administers the assessment. After she hand scores the assessments, the results are placed in the ELL Compliance Binder, and the scan sheets are packaged and delivered to the Director of the Borough Assessment for Scanning. If the results of the LAB-R indicate student performance to be at or above the state designated cut-off point, as per LAB-R Assessment Memo #2, the student is not entitled to mandated ESL services. The parent receives a non-entitlement letter, a copy of which is placed in the ELL Compliance Binder. The student is then placed in the monolingual classroom, and no further action is required. However, if the student's score is below the state designated cut-off point, the level of proficiency is established, as per LAB-R Assessment Memo #2, and the child is programmed for the mandated level of instruction as per his/her proficiency level. At the end of the school year, the NYSESLAT is administered to this student to evaluate his level of proficiency in English. The parent of the student entitled to services as per LAB-R will receive the entitlement letter in the parent's language, a copy of which is placed in the ELL Compliance Binder. The parent is then invited to a Parent Orientation session where he/she receives a brochure in his/her native language explaining the three instructional program models available, thus enabling the parent to make an informed decision about the child's education. The orientation sessions are conducted by the ELL Coordinator, Ms. Pierce-Chornomor and Parent Coordinator, Ms. Baez. Since the majority of the parents in this school speak Spanish, the Parent Coordinator serves as translator. If another language is spoken, translation services are provided. At the orientation session, a DVD is shown in the parent's language. This explains the three program models available to parents of NYC school children. After this, the parent completes a parent survey and program selection form in his/her native language. After reviewing the completed form, Ms. Pierce-Chornomor provides the information about the programs currently available in this school. The available programs are in alignment with Parent's Choice. Currently, the trend in the Parent Program Choice, based on analysis of parent survey and selection forms is English as A Second Language. Analysis of the previous two years' data confirms this: In 2009-10 school year Parents Choice indicates 99 parents (out of 136 surveyed) selected ESL instructional program; 16 parents selected a Dual Language Program, and 21 selected a Transitional Bilingual Education Program. Of these totals no two consecutive grade levels totaled 15 preferences for either a Dual Language Program or a Transitional Bilingual Education Program. The following tally indicates each grade's Parent Choice selections.

Parent's Choice Selection 2009-2010

	ESL	DL	TBE
K	11	2	2
1	11	4	2
2nd	17	5	9
3rd	22	2	2
4th	10	2	2
5th	13	1	1
6th	6	0	2
7th	6	0	1
8th	3	0	0
Totals	99	16	21

This year's preferences are as follows:

	ESL	DL	TBE
K	14	4	5
1	14	3	2
2nd	12	4	4
3rd	11	2	6
4th	15	2	2
5th	6	4	1
6th	7	0	2
7th	5	0	1
8th	5	0	1
Totals	89	20	24

If this program reflects the parent's first choice, the child is then placed in the ESL program as per mandated units of ESL instruction based on the child's level of English proficiency. Students at the Advanced proficiency level are programmed for the mandated 180 minutes of ESL and 180 minutes of ELA instruction per week; students at Intermediate and Beginner levels of proficiency are programmed for the mandated 360 minutes of ESL instruction per week.

If the parent's first choice is Transitional-Bilingual Education (TBE), then the parent is informed that currently this program is unavailable in this school due to the trend in Parent Choice which is ESL. Ms. Pierce-Chornomor explains what has to occur for the TBE program to be opened here: there must be the parents of 15 students who speak the same language on the same or consecutive grade level who choose this option. Ms. Pierce-Chornomor also informs the parents that she has a list of PS/IS 384 parents who have also made the choice for TBE. If at any time during the current school year, the number of parents making this selection reaches 15, she will contact the parents to ascertain whether they still prefer TBE. If they indicate their continuing preference for a TBE program, a TBE class will be opened.

At this point, the parent is offered a transfer option to a school that offers TBE in the parent's language. If the parent accepts the offer, then Ms. Pierce calls the school to determine seat availability. Placement is completed through the Enrollment Office

If the parent indicates a preference for Dual Language Program, the process explained above is repeated. If the parent rejects the transfer option, Ms. Pierce-Chornomor notes this on the Parent Survey and Selection Form, and the child is placed in the current available program which is ESL.

The Parent then receives a placement letter in his/her language, a copy of which is placed in the ESL Compliance Binder. The Agendas and Sign-In sheets from the orientation sessions are placed in the ELL Compliance Binder.

At the end of school year the child takes the NYSESLAT. If the child scores above the state designated level of Proficiency, the parent receives a non-entitlement letter in his/her language. As a former ELL, this student will receive continuing transitional support for two years. If the child does not exit the program after the NYSESLAT, the parent receives a continued entitlement letter. Copies of both letters are kept in the ELL Compliance Binder.

Part III: ELL Demographics

A. ELL Programs

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

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

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>	0													0
Dual Language <small>(50%:50%)</small>	0													0
Freestanding ESL														
Self-Contained		1	1		1									3
Push-In	2			2		2	2	2	2					12
Total	2	1	1	2	1	2	2	2	2	0	0	0	0	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	127	Newcomers (ELLs receiving service 0-3 years)	86	Special Education	18
SIFE	7	ELLs receiving service 4-6 years	21	Long-Term (completed 6 years)	9

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	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0
ESL	66	4	2	21	3	1	40	0	3	127	
Total	66	4	2	21	3	1	40	0	3	127	

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

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	0	0	0	0	0	0	0	0					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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
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:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	23	18	16	17	17	13	8	5	9					126
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian			1											1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	23	18	17	17	17	13	8	5	9	0	0	0	0	127

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.

There are five ESL certified teachers in the school. Three of these teachers have a self-contained class (one on 1st grade, one on second grade and one on third grade) comprised of students of varying proficiency levels. The students are grouped together for the entire day for all content instruction. The other two ESL certified teachers work collaboratively with five common branch and Special Education licensed classroom teachers (of grades K, 3, 5-8) to provide the ELLs with their appropriate units of instruction (eight units per week for beginner and

intermediate students and four units per week for the advanced) through push-in. Through the ESL Push-In Program, the ESL teachers meet with the classroom teachers during their weekly articulation periods to discuss the needs of the ELLs and plan their lessons based on Common Core Standards and NYS ESL and Performance Standards. The teachers implement an instructional program that utilizes a balanced approach to teaching and learning and is comprised of best teaching practices that enhance the language development of the ELLs. Thus, the ELLs have the opportunity to excel academically and socially (Children First Initiative's uniform curriculum) by learning through the same, challenging and rigorous instructional program as their peers. The ELLs receive a comprehensive, multi-sensory approach to learning to enhance the four modalities (listening, speaking, writing and reading) through hands-on activities that include:

- § use of realia and technology to explore and research topics
- § continuous interaction with peers in both classroom and social settings
- § use of accountable talk during discussions
- § development and presentation of art, science and writing projects
- § development of vocabulary and comprehension skills during Readers and Writers Workshops as well as other content areas
- § discussions on thematic topics and current events to develop higher order thinking skills
- § role-playing and language development through art, music and creative expression
- § providing all ELLs with the same academic experiences as their peers
- § providing ELLs with their appropriate units of instruction
- § supporting the ELLs to achieve grade and state level standards
- § enhancing their oral and written communication skills
- § maximizing language acquisition for ELLs

ESL instruction for all ELLs aligns Common Core and ESL Standards-based strategies within the school's comprehensive core curriculums in Mathematics (Every Day Math Program) and Literacy (Reading Street by Scott-Foresman in grades K-3, Scott-Foresman's "Seeing Is Believing" in grade 4, Scott-Foresman's "Fantastic Voyage" in grade 5, and Prentice-Hall "Anthology" in grades 6-8), as well as Science, Social Studies, Art and other content areas, to provide the ELLs with their appropriate units of instruction (eight units per week for beginner and intermediate students and four units per week for the advanced). Each program is a scientifically research-based program. An ELL's language, cultural background, interests and academic standing are considered when differentiating instruction for them. Differentiation of instruction for ELLs includes additional strategies and materials incorporated into daily lessons through the use of visual aids, technology-based programs, small group instruction and peer support. The instructional resources used in the ESL Program include the following:

- "Into English" series for grades 3-6
 - "On Our Way to English" for grades K-3
 - Content area books
 - Anthologies
 - Theme-based literature and project activities
 - Achieve3000.com
 - Mind Math Research
 - Waterford Technology Program for primary grades
 - Listening centers
 - Audio Visuals
 - Leveled libraries
 - Puzzles and games
 - Word Walls
 - Technology
 - Songs and poems
 - Visual aids (picture cards, charts, posters, picture dictionaries)
 - Translation Dictionaries
 - Books on tape/Big books

All required services and resources correspond to the ELL's age and grade level. Through the use of the LAB-R (for newcomers), NYSESLAT (for all ELLs), state assessments (for grades 3-8) and classroom performance an ELL's instructional needs are identified and matched to appropriate instructional resources.

Additional ESL Support

Additional support is provided to the ELLs by interlacing ESL strategies throughout the instructional program of out-of-classroom personnel (e.g. Librarian, Technology Specialist, Art Teacher, etc.). This approach requires collaborative planning among teachers and administrators to align classroom instruction and the needs of the ELLs to other content areas. It affords the ELLs the opportunity to scaffold their learning through authentic experiences that activate prior knowledge and support the transition into the targeted language. To ensure the success of this endeavor, faculty members are provided with workshops on and off-site that focus on the use of ESL strategies and differentiation of instruction to challenge and support instruction for the ELLs. The goal of the ESL Model is to:

- provide every student with the opportunity to successfully learn a second language through a rigorous instructional program executed by qualified and trained personnel
- develop the student's oral and written fluency in the targeted language
- enhance their conceptual and linguistic skills through interdisciplinary instruction utilizing ESL methodologies and approaches
- address and improve student learning based on data derived from multiple assessment sources (ex: NYSESLAT, NYS Reading and Math Test, etc.)
- utilize a balanced literacy approach to teaching and learning, comprised of best practices that are aligned to the New York State Learning and ESL Standards
- provide beginning, intermediate and advanced ELLs with the required units in ESL (CR Part 154)
- increase every child's opportunity to succeed by providing all teachers with extensive Professional Development focused on the use of ESL Standards-based strategies (including key points for scaffolding learning) for all students
- provide professional development for all faculty members on how to serve the needs of individual ESL special education students based on their IEP to support them to meet content area standards
- provide all students with well balanced resources such as classroom libraries and instructional materials
- create a home-to-school link with the support of the Parent Coordinator and Parent Teacher Association

Newly enrolled students

ELLs (that are new to the school) and their parents are invited to a tour of the school. In addition, they meet with the administration, teachers and students to learn of our school's academic and social programs.

Newcomers

ELLs with 3 or less years in US schools are provided with intensive instructional support that includes: small group support, hands-on activities to enhance vocabulary development, close monitoring through formal and informal assessments and ongoing contact with parents. These students are also afforded the opportunity to participate in extra-curricular activities (e.g. sports, dance, chorus, art, etc.). This increases their interaction with peers and enhances their social and academic skills.

Special needs students

Formal and informal assessments coupled with the students' IEP are consulted to align appropriate services and strategies to instruction. Additional support is provided through small group instruction, academic intervention services, after-school and zero hour programs.

SIFE Students

SIFE students are also provided with the aforementioned services. However, additional support includes the development of safety net programs through academic intervention services and pull-out programs to target and address their specific needs.

Plan for ELLs receiving service 4 to 6 years and Long Term ELLs

These students are monitored closely by the classroom and ESL teachers, administrators and the Inquiry Team. Formal and informal data is utilized to assess their strengths and needs. Through classroom instruction, academic intervention services, Zero Hour, After School Programs, and parental involvement these students receive the necessary support to improve their academic standing.

ELLs transitioning from one school level to another

These students are escorted to their new school for a tour. During their visit they learn of the school's programs and are afforded the opportunity to ask questions.

ELLs reaching proficiency

Students that become proficient or are transitioning towards proficiency are also provided with academic intervention services to ensure that they are successful upon exiting. The students are tracked for two years and are provided with academic support that includes: small group instruction, technology based programs, extended time on periodic assessments and the opportunity to participate in after-school programs.

To maximize and ensure the success of the ELLs, P.S. /I.S.384's Title III After School Program provides supplemental support services to enhance the four modalities throughout the content areas. The Title III Program aligns instruction to that of the regular school day, in order to scaffold and maximize student learning. Instruction focuses on literacy and math utilizing ESL strategies to help students improve their oral and written communication skills. Additionally, ESL strategies are utilized to improve students' achievement on the NYSESLAT, State and classroom assessments.

The students are provided with differentiation of instruction through the use of multiple learning tools (e.g. Achieve 3000, Waterford, small groups, guided groups, etc.) to target areas of need and to enhance skills that are developing.

In addition, parents are invited to learn various ESL strategies that they can utilize to support their child's academic and social advancement by attending workshops sponsored by the Parent Teacher Association (during and after school hours) and by participating in the Title I Parental Involvement ESL and Computer Programs on Saturday.

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

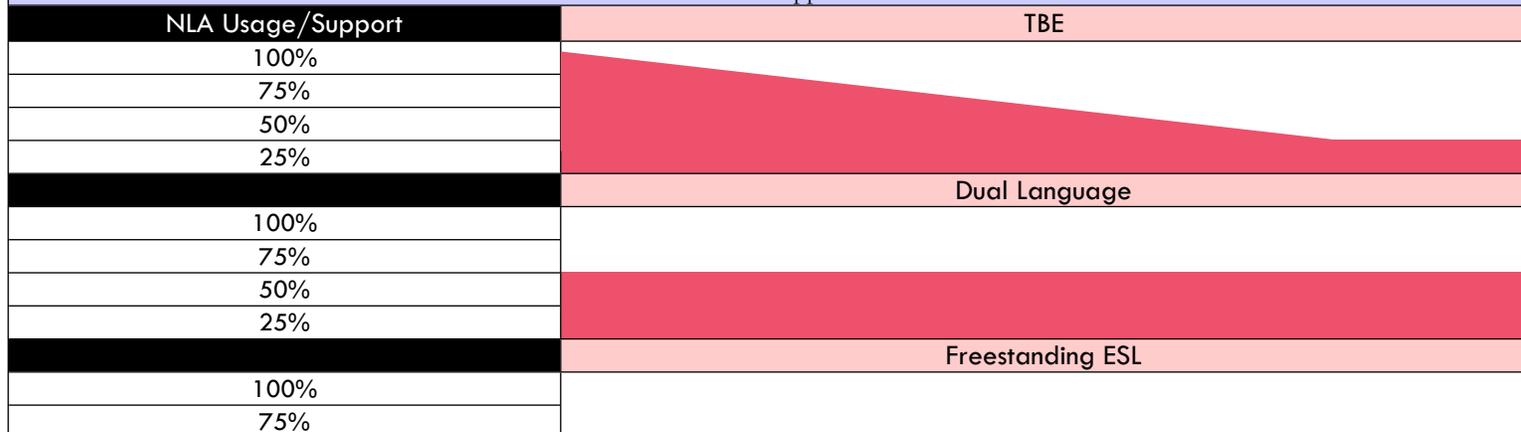
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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. ESL instruction for all ELLs aligns Common Core and ESL Standards-based strategies within the school's comprehensive core curriculums in Mathematics (Every Day Math Program) and Literacy (Reading Street by Scott-Foresman in grades K-3, Scott-Foresman's "Seeing Is Believing" in grade 4, Scott-Foresman's "Fantastic Voyage" in grade 5, and Prentice Hall "Anthology" in grades 6-8), as well as Science, Social Studies, Art and other content areas, to provide the ELLs with their appropriate units of instruction (eight units per week for beginner and intermediate students and four units per week for the advanced). An ELL's language, cultural background, interests and academic standing are considered when differentiating instruction for them.

Additionally, all ELLs are provided with Zero Hour, 37 1/2 Minute Extended Day and an After School Program.

Differentiation of instruction for ELLs includes additional strategies and materials incorporated into daily lessons through the use of visual aids, technology based programs, small group instruction and peer support. The instructional resources used in the ESL Program include the following:

All required services and resources correspond to the ELLs age and grade level. Through the use of the LAB-R (for newcomers), NYSESLAT (for all ELLs), state assessments (for grades 3-8) and classroom performance an ELL's instructional needs are identified and matched to appropriate instructional resources.

Additional ESL Support

6. Transitional support for ELLs reaching proficiency are provided by continuing to interlace ESL strategies throughout the instructional program of out-of- classroom personnel (e.g. Librarian, Technology Specialist, Art Teacher, etc.). This approach requires collaborative planning among teachers and administrators to align classroom instruction and the needs of the ELLs to other content areas. It affords the former ELLs the opportunity to scaffold their learning through authentic experiences that activate prior knowledge and support the transition into the targeted language.

7. For the upcoming school year, technology programs listed above will continue to be available to all students. In addition, we plan to implement Destination Reading as an additional technology intervention program for our ELLs. Math Mind Research, a conceptual math interactive technology program has also been implemented.

8. We do not plan to discontinue any programs for our ELLs this year unless funds are not available.

9. At present, all ELLs are afforded equal opportunity to access all programs, such as Waterford, Achieve 3000, Math Mind Research, Destination Reading, Zero Hour, 37 1/2 minutes - extended day and the After School Program.

10. Instructional materials, including technology, that are used to support ELLs (include content area, as well as language materials), are as follows.:

- "Into English" series for grades 3-6
- "On Our Way to English" for grades K-3

- Content area books
- Anthologies
- Waterford Technology Program for primary grades
- Achieve 3000
- Mind Math Research
- Audio Visuals
- Leveled libraries
- Puzzles and games
- Word Walls
- Technology
- Visual aids (picture cards, charts, posters, picture dictionaries)
- Kaplan Math Grades 3-8

11. As per parent's preference, indicated on the "Parent's Choice" form, our school offers an ESL program and provides 25% native language support in keeping with the recommended best practices for native language support in ESL programs, such as dictionaries, various genres in languages other than English, technology programs and classroom listening centers.

12. We provide levelled classroom libraries to include multi-cultural books appropriate to grade level and ages for ELLs. Literature is monitored to ensure age-appropriateness corresponds with proficiency level for each individual student.

13. With the collaboration of the School-Based Support Team and Administration, Newly-Enrolled ELL students are provided guidance and support in acclimating to their new school environment. Furthermore, the Parent Coordinator meets with the parents to address their needs and concerns and provides additional support by scheduling meetings with the teachers during their preps to again address these newly enrolled ELL students' needs. The Administration provides an open door for any student's parent to meet with any administrator in charge with their respective grades.

14. Spanish as a Foreign Language is offered to all ELLs in 8th grade.

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)?

NA

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.

Professional development (by on and off site personnel) is provided to all faculty members (including teachers requiring 7.5 hours of ELL training) on how to serve the needs of the ELLs, including those in Special Education settings. ESL teachers as well as all faculty members servicing ELLs attend workshops during and after school hours. The topics of the workshops include:

- Collaborative Team Teaching for the ESL Push-In Model
- Differentiation of Instruction
- ESL strategies that support language development and scaffold student learning
- Aligning instruction to ESL Standards to the content areas
- Developing activities to enhance the ELLs' listening, speaking, reading and writing skills
- Use of Portfolios to Track Student Progress
- Use of Data to align Instruction
- Alignment of NYSESLAT Components to Classroom Instruction
- Developing Units of Study aligned to the school's curriculum as outlined in the Comprehensive Educational Plan (CEP)
- Leveling Libraries for the ELLs
- Creating a Home to School Link
- Using Achieve 3000 and Waterford to enhance reading and writing skills for ELLs

The focus of professional development is to provide the teachers with a comprehensive, multi-sensory approach to teaching that ultimately leads towards improving overall student achievement. A file is maintained in the Title III Binder that contains a record of the hours of training for each teacher. Teachers completing their required hours of training receive a certificate.

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?

PS/IS 384 maintains a strong partnership with parents because they are the key ingredient to the success of the students. To support the parents (including parents of ELLs) Administrators, Parent Teacher Association (P.T.A.), Parent Coordinator, Teachers and additional school personnel work collaboratively to ensure that parents are an integral part of the school community. Parent's Language needs are assessed upon student enrollment. When the Home Language Identification survey is conducted, a parent's primary language is determined. Parents in need of translation services are informed of their rights as per Chancellor's Regulation. Many staff members are fluent in at least one other language and can communicate with parents. In the event that no staff member expresses proficiency in a parent's primary language, we shall request translation through the Office of Translation Services. A variety of activities and workshops are planned throughout the year to encourage parents to become proactive members of the school community. A new initiative for parents is the Saturday Institute that consists of ESL and Technology classes. Through these classes parents of ELLs learn a second language. In addition, these programs afford all parents the opportunity to become engaged in community activities and to learn of instructional strategies and resources that they can utilize at home to support their child's learning.

The Parent Coordinator plays a vital role in the engagement of parents. The Parent Coordinator meets regularly with parents to discuss their social and academic needs. These issues are shared with school personnel and are addressed through meetings and workshops during school.

In addition, to mainstream parents and encourage them to become productive citizens of the community, key personnel from Community Based Organizations (CBO's) are invited to the school to provide workshops in areas of need and interest to the parents. Workshops are held during and after school hours. Areas addressed through workshops include:

- New York State English and Mathematics Assessments
- Learning Leaders
- Asthma
- ESL
- GED
- CPR
- Housing
- Domestic Violence Prevention
- Substance Abuse and Prevention
- New York State English and Mathematics Assessments
- Bilingual personnel are available to parents at every workshop.

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)	10	11	3	5	2	3	1	0	1					36
Intermediate(I)	3	5	6	5	7	7	3	1	7					44
Advanced (A)	10	2	8	7	8	3	4	4	1					47
Total	23	18	17	17	17	13	8	5	9	0	0	0	0	127

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	10	9	3	5	2	3	1	0	0				
	I	3	4	6	5	7	7	3	1	0				
	A	10	1	8	7	8	3	4	4	3				
	P	0	4	2	4	3	3	1	0	0				
READING/ WRITING	B	10	9	3	5	2	1	1	0	0				
	I	3	4	6	5	7	3	3	1	2				
	A	10	1	8	7	8	4	4	4	1				
	P	0	4	2	4	3	3	1	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	8	8	3	23
4	5	4	1	0	10
5	2	6	3	0	11
6	5	6	0	0	11
7	6	4	0	0	10
8	1	2	0	0	3
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	7	0	6	0	8	0	3	0	24
4	1	1	7	2	0	0	0	0	11
5	2	1	6	1	1	0	0	0	11
6	2	0	6	0	3	0	0	0	11
7	4	0	5	0	1	0	0	0	10
8	1	0	2	0	0	0	0	0	3
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	1	7	2	0	0	0	0	11
8	1	0	2	0	0	0	0	0	3
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	2	2	3	0	3	0	0	0	10
8	0	0	2	0	1	0	0	0	3
NYSAA Bilingual Spe Ed									0

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				
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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?

information from data analyzed in this report, our school has increased the number of early-literacy reading material that is age appropriate for older students, as well as younger ones.

Additionally, for students who are not newcomers, the data indicates that most English Language Learners do not usually achieve English proficiency as determined by their NYSESLAT results due to their Writing scores. As a result of this conclusion, there is a special concentration on the ELLs in the work of the Inquiry Teams. Also, our third school goal for the 2010-2011 school year strives to move all students to a proficiency in writing across the content areas.

Many of the conclusions drawn from the data obtained in this Language Allocation Policy had a degree of predictability. As most other research suggests, most students at PS/IS 384 achieved speaking proficiency first, following by listening, then reading and writing respectively. Also, this research is in line with nationwide research in which writing is the most difficult modality for all students to attain proficiency. Another predictable conclusion that our data supports is that younger newcomers achieve proficiency in all modalities sooner than students who enter an English speaking school at an older age.

2.

Information obtained regarding the data patterns across proficiency levels was addressed in the previous response.

3.

Students receive frequent additional assessment and instruction in listening comprehension and speaking, such as following directions, recalling details, etc. Students also have opportunities to listen to and read text aloud on CD's and technology-based programs. LEP students who have not met the performance standard in reading receive ESL instruction with frequent assessment and practice of reading comprehension. All standards for reading, such as reading for information, literary response, critical analysis, social interaction and cross-cultural understanding are emphasized.

LEP students who have not met the performance standard in writing receive ESL instruction with frequent assessment and practice of writing abilities. All standards for writing, such as information, literary response, critical analysis, social interaction and cross-cultural understanding are emphasized. Additionally, many LEP students have been identified by grade teacher Inquiry Teams and goals have been set to help meet their writing needs.

4. Our data supports no difference in proficiency levels between students in grades 4-8. In third grade, however, ELLs fared better than their native speakers of English counterparts. In 5th grades, ELL students achieved 30% proficiency in ELA. Our data supports that the younger children fared better in the NYS ELA, while the middle school children did not fare as well. We conclude that younger children generally attain English proficiency according to the NYSESLAT sooner, which then terminates their ELL status. Remaining ELL students are generally newer arrivals, with less time to acquire English language skills across all modalities, or students, who for a variety of reasons, do not easily acquire language, which results in an occurrence of lower ELL proficiency in the higher grades.

The data demonstrates that ELL students taking standardized tests in their native language tend to score lower than their ELL counterparts that take standardized tests in English.

School leadership and teachers utilize data obtained from standardized test scores of the ELLs to design the program and for the Inquiry Team to design suitable interventions.

The results are in line with the data obtained from the results of the New York State Assessments. Students identified as ELLs are given translated testing materials in their native language as per state regulations. Additionally, translating dictionaries are provided for each ELL as provided by state regulations.

5. PS/IS 384 has no Dual Language Program as per Parent Choice.

6. Our school evaluates the success of the ELLs as follows:

1. Student growth in the NYSESLAT performance
2. Student growth in the New York State ELA
3. Student growth in other New York State Assessments.
4. Student/Teacher conference notes
5. Student performance on teacher-created assessments
6. Student classroom work portfolios
7. Student performance on assessments in technological instructional programs
8. Acuity/ITA
9. Running Records
10. Achieve 3000

- 11. Waterford
- 12 Math Mind Research
- 13 Destination Reading
- 14. ECLAS
- 15. Teacher observation of ELL student's self-esteem and cross-cultural understanding

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.

Additional funds appropriated to create more AIS interventions would support more programs, resources, field trips and pedagogues for our ELLs.

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		10/29/10
	Assistant Principal		10/29/10
	Parent Coordinator		10/29/10
	ESL Teacher		10/29/10
	Parent		10/29/10
	Teacher/Subject Area		10/29/10
	Teacher/Subject Area		10/29/10

	Coach		10/29/10
	Coach		10/29/10
	Guidance Counselor		10/29/10
	Network Leader		10/29/10
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. /I.S. 384 Frances E. Carter					
District:	32	DBN:	32K384	School		333200010384

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	v	11		
	K	v	4	v	8	v	12		
	1	v	5	v	9		Ungraded	v	
	2	v	6	v	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	34	34	35		93.0	93.3	93.1
Kindergarten	60	72	76				
Grade 1	91	84	84	Student Stability - % of Enrollment:			
Grade 2	96	89	87	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	69	91	83		92.1	89.4	91.0
Grade 4	80	68	88				
Grade 5	71	77	66	Poverty Rate - % of Enrollment:			
Grade 6	67	65	68	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	70	59	61		97.7	88.8	88.8
Grade 8	46	68	57				
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		8	34	54
Grade 12	0	0	0				
Ungraded	8	13	18	Recent Immigrants - Total Number:			
Total	692	720	723	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					7	8	15

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	54	50	53	Principal Suspensions	33	51	5
# in Collaborative Team Teaching (CTT) Classes	4	8	19	Superintendent Suspensions	10	20	14
Number all others	20	16	28				

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<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	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:				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
# receiving ESL services only	118	124	TBD	Number of Teachers	58	57	53
# ELLs with IEPs	6	16	TBD	Number of Administrators and Other Professionals	22	22	10
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	7	7	17

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
	1	0	8	% fully licensed & permanently assigned to this school	100.0	100.0	96.2
				% more than 2 years teaching in this school	63.8	71.9	94.3
				% more than 5 years teaching anywhere	46.6	49.1	69.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	88.0	92.5
American Indian or Alaska Native	0.4	0.1	0.3	% core classes taught by "highly qualified" teachers	86.0	92.3	94.0
Black or African American	24.0	23.1	20.6				
Hispanic or Latino	73.7	75.0	77.2				
Asian or Native Hawaiian/Other Pacific	0.6	0.8	0.7				
White	1.2	0.8	1.0				
Male	50.0	49.3	49.0				
Female	50.0	50.7	51.0				

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	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	62.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	12.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	36.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	5						

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