



**STANLEY EUGENE CLARK SCHOOL PS 399
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 17K399
ADDRESS: 2707 ALBEMARLE ROAD
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 399 **SCHOOL NAME:** STANLEY EUGENE CLARK

SCHOOL ADDRESS: 2707 ALBEMARLE ROAD

SCHOOL TELEPHONE: 718 693 3023 **FAX:** 718 940-0702

SCHOOL CONTACT PERSON: MARION J. BROWN **EMAIL ADDRESS:** MBROWN3@SCHOOL.NYC.GOV

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: DEBORAH KENNEDY-BAKER

PRINCIPAL: MARION J. BROWN

UFT CHAPTER LEADER: KAREN MAYNARD

PARENTS' ASSOCIATION PRESIDENT: JANELLE BEST

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 17 **CHILDREN FIRST NETWORK (CFN):** CFN#4 / EMPOWERMENT NETWORK # 8

NETWORK LEADER: DR. CHARLENE SMITH

SUPERINTENDENT: RHONDA TAYLOR

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
MARION J. BROWN	*Principal or Designee	
KAREN MAYNARD	*UFT Chapter Chairperson or Designee	
JANELLE BEST	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
JOHNNY JACKSON	<i>Member/Parent</i>	
THERESA PATTERSON	Member/Para-Professional	
SABRINA MORALES	Member/Parent	
DENISE LOVELL	Member/Parent	
YVETTE GILBERT	Member/Parent	
PAULETTE MOORE	Member/Parent	
HYACINTH GARVEY-LEWIS	Member/Teacher	
DEBORAH KENNEDY-BAKER	Member/Teacher	
DIANE GUALLIUAME	Member/Teacher	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The Stanley Eugene Clark School is an exciting place where the "needs of the child" stands at the forefront. We believe that we have created an environment where everyone is valued and the development of socially and academically conscious students is our mission.

Each morning the school's day begins with our Morning Assembly in the auditorium. The Morning Assembly is extremely significant because it allows students, staff and parents to begin the day as a school community. The physical environment is considered unique, because the classrooms have no walls. The school was built as an open classroom school to service approximately 350 primary age students. Over the years it has ballooned to a population of 477 and now services grades K-5 with three classes on each grade. We have concluded that the physical environment has its advantages and its disadvantages at times. It tends to bolster community feelings throughout the school and indirectly trains students to engage in a learning space where distractions can be inevitable.

We believe that our school is most promising because of its distinct features and notable accomplishments:

Specifically:

Distinct Features:

- Weekly School-wide "Spirit Day" celebration - Staff and Parents wear red.
- uniform distribution to students who are in need,
- school wide incentive program – (Star Cards), Student of the Month, Spirit Day Awards
- common planning periods (3 times a week) material selection,
- Saturday Academic and Cultural Programs,
- Grades 3 and 4 leveled grouping (120 reading and math to reduce class sizes),
- Winter Ball with Ballroom Dancing for Grade 5 students,
- Grade 5 Articulation Dinner
- Technology in all in Computer Lab and classrooms,
- Assessment Binders for each student
- Violin Program (Arts)
- Grade 2 and 5 students are provided with swim lessons
- Assignment of Weekly homework packets,
- Stock Market Game
- African Drumming
- Chess in the Classroom
- Brooklyn Arts Council; NY Clothing Bank; Franklin Institute Traveling Science Show; Young Audiences; JFL Robotics; Brownsville Recreation Center, Learn to Swim Program; Boys and Girls Club, NY Cares,

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	Stanley Eugene Clark School			
District:	17	DBN #:	17k399	School BEDS Code:

DEMOGRAPHICS								
Grades Served in 2009-10:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	K	1	2	3	4	5		
Enrollment:				Attendance: % of days students attended*				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10	
Pre-K					93.8	94.9	94.4	
Kindergarten	61	61	62					
Grade 1	84	83	78	Student Stability: % of Enrollment				
Grade 2	73	79	85	(As of June 30)	2007-08	2008-09	2009-10	
Grade 3	76	74	82		92.3	94.3		
Grade 4	87	91	92					
Grade 5	69	89	82	Poverty Rate: % of Enrollment				
Grade 6				(As of October 31)	2007-08	2008-09	2009-10	
Grade 7					87.9	91.4	92.2	
Grade 8								
Grade 9				Students in Temporary Housing: Total Number				
Grade 10				(As of June 30)	2007-08	2008-09	2009-10	
Grade 11					3	134	133	
Grade 12								
Ungraded	1			Recent Immigrants: Total Number				
				(As of October 31)	2007-08	2008-09	2009-10	
Total	451	477	481		8	5	14	
				Special Education Enrollment:	Suspensions: (OSYD Reporting) – Total Number			
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10	
Number in Self-Contained Classes			10	Principal Suspensions	14	14	17	
No. in Collaborative Team Teaching (CTT) Classes	7	6	0	Superintendent Suspensions	0	1	1	
Number all others	18	14	21					

DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes				Early College HS Participants			
# in Dual Lang. Programs							
# receiving ESL services only				Number of Staff: Includes all full-time staff			
# ELLs with IEPs	33	33	43	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	31	33	33
				Number of Administrators and Other Professionals	6	5	5
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	2	2	5
(As of October 31)	2007-08	2008-09	2009-10				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	TBD
	0.0	0.4	0.8	Percent more than two years teaching in this school	71.0	75.8	
Black or African American	89.1	91.0	91.1	Percent more than five years teaching anywhere	74.2	75.8	
Hispanic or Latino	8.2	5.2	5.0				
Asian or Native Hawaiian/Other Pacific Isl.	0.7	0.8	1.5	Percent Masters Degree or higher	87.0	91.0	
White	2.0	2.3	1.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.3	88.6	
Multi-racial							
Male	48.8	49.3	50.1				
Female	51.2	50.7	49.9				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	√					
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	3	3	1				

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	84.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	14.1	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)	44.2	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	1.5	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

STUDENT PERFORMANCE TRENDS

After carefully reviewing the data collected from our Progress Report, Environmental Survey, Formal, Periodic and school-based Assessments we have concluded that there are 4 areas on which we must focus. These priority areas impact our school and our ability to demonstrate consistent progress.

ELA

According to the school's ELA data, the school decreased its ELA performance by 13.3% points from January 2009 at 91.8% to May, 2010 at 78.5%. However, though there was a decrease in the Performance Data, the 2009-10 Progress Report indicates that the growth percentile in ELA was 83%.

Math

According to the school Math data the scores decreased at least 16.2% points from February 2009 100%- May 2010 at 83.8%. However, though the performance data indicated a decrease in 2009-10, the Progress Report indicate that the growth percentile in ELA was 79%.

Our School's overall Progress score increased by 1.5%

Grade 3 students demonstrated the most significant decreases in both Math and ELA performance. Their math performance grade decreased by 27.3%. They went from 100% in 2008-09 to 72.7% 2009-10. Their ELA performance grade decreased by 19.9%. They went from 91.7% in 2008-09 to 71.8% in 2009-10.

Environmental Grade

The school's environmental score decreased from 14.1% in 2008-09 to 11% 2009-10 school year. The subgroup changes were;

	2008-09	2009-10
Academic Expectations:	8.6	8.5
Communications	7.9	7.7
Engagement	7.8	8.2
Safety and Respect	8.8	8.9
Attendance	94.9	94.1

The School's overall participation rate decreased with parents 2008-09 at 40% to 29% in 2009-10. The staff' participation rate fell from 69% in 2008-09 to 41% 2009-10.

Temporary Housing

According to the school's enrollment data, we have increased the number of newly admitted students who reside in the recently constructed Temporary Housing units and other scatter sites. These students arrive with many pre-existing problems that have a direct impact on their academic performance.

Further analysis and tracking of STH showed attendance issues directly correlated to slow progress in class work,

ELL Students in ELA Performance

ELL student who have been enrolled in DOE schools are now being evaluate in ELA after one year of enrollment. These youngsters often enter the DOE with limited English and no basic skills in their native language. Therefore, additional services which include an increase in instructional hours must be provided to them.

GREATEST ACCOMPLISHMENTS

*The New York State Education Department identified P. S. 399 was identified as a **"High Performing Gap Closing School"** by the New York State Education Department. Each year, there has been a significant reduction in the number of Level 1 students in reading and in Math. As to be expected, there has been an increase in the number of students who have made progress. This accomplishment was brought to the attention of the media and P. S. 399 was featured on the following programs: **CNN's Special "Black in America" Series; Channel 7 Eye Witness News with Art McFarland, and TV 12. The Brooklyn News section of the DAILY NEWS** also featured P.S. 399 for its annual **pre-Father's Day Celebration** in which the male students read letters to over 100 fathers and male mentors in their lives, and for the annual **International Festival Celebration** – where students dance and read exposés about the culture of the country they studied. Students from P. S. 399 also participate in the **STARK Program** (sponsored by **Harvard University**) which pays students for improved test scores.*

The Quality Review has given the school a "Well Developed" rating for two consecutive years. Likewise, the P. S. 399 received an "A" Rating on the Progress Report for three consecutive years also. We are also proud to report that the students who are English Language Learners (Grades 3-5) also showed improvement. We attribute the success to four important factors:

1. The high retention rate of our teaching staff
2. The involvement of our parents in their children's education
3. The school's mission and vision to have students and teachers utilize the latest technology (Smart Boards, IPods, Lap Tops and Palm Pilots)
4. The smart and intensive work of the Staff (Classroom Teachers, Funded Teachers, AIS Teachers); the Support Staff (Guidance Counselors, Attendance Team, SBST); and the Empowerment School Intensive Team who focus on the needs of students in Grade 3 (who have been retained).

SIGNIFICANT BARRIERS TO IMPROVEMENT

The school's architecture (no walls) was originally designed to facilitate an "Open Classroom Environment" and had only three classes in each complex. However, due to the demographics of an overpopulated community, each complex now has four classes. The overcrowding forced the school to quickly adapt from "Open Classroom" to a more "traditional" way of teaching where students remain in their classrooms during most of the day. Another barrier is the fact that ELL students take the state exams after having been in this country after one year instead of after five years.

Students in local temporary housing facilities have made an impact on the school's attendance this year. We have found that changes in staffing at the local facilities have resulted in poor monitoring and acquisition of valuable resources.

SIGNIFICANT AIDS TO IMPROVEMENT

P. S. 399's philosophy is that all children can (and should) aspire to reach their highest potential. Hence, our motto, "STRIVE TO BE THE BEST." To accomplish this:

- Students are constantly exposed to a myriad of academic and aesthetic experiences.
- The school will progressively aligned itself with the New National Common Core Standards in ELA and Math.
- The school incorporates the Principals of Learning as a means to providing students (and staff) with the tools necessary for success. For example, a Technology Specialist and a Technology lab consisting of 120 computers (Desk Tops and Lap Tops) provide supplementary aid in all content areas and serve as a form of academic intervention. AIS services are provided to students who have not met the standards in Literacy and Math. The Use of Thematic Units and Content Area Reading (Social Studies, Math and Science) permit teachers to address the needs of "targeted" students (Levels I and II) while developing Literacy skills.
- Some of our Community Collaborations include: New York Cares, New York University, Young Audiences, Kaplan, Leap Frog School House, and NY 67 Precinct, Learning Leaders, Brooklyn DA's Legal Lives Program, Brooklyn Arts Council, The Lion Club, The NY Clothing Bank, Cookshop, Noel Pointer Foundation, Young Audiences and The Franklin Institute of Science and Technology, Poly Tech University, Adalaide Sanford Institute.

- *Extra-Curricular Activities include: Extended Day After School Program, Robotics Team and Junior First Lego League for grades 1 – 3 students, Drum Class,, Dance Class, Tap Dancing, Violin Lessons, an Art Program offered by the Brooklyn Arts Council, guitar lessons, Financial Literacy Program offered by NY Cares on Saturdays, cooking classes for grades K-2, 2 Health and Wellness Initiatives, Saturday Basketball Clinics for grade 3 and up, Double Dutch Program, Stock Market Game, Legal Lives program offered by the District Attorney’s Office and NY Cares Monthly trips.*
- *The school’s incentive programs can be credited with helping to bring about significant changes in the overall attitude in the students. The students respond greatly to the tremendous to the emphasis positive behaviors.*

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.

Instructional Goal # 1 for the 2010/2011 School Year

Math – By June 2011, 50 percent of students on the test grade will demonstrate at least 1 year gain on NYS Math Assessment.

Phrases of Description

P. S. 399 will continue the use of:

- *A Comprehensive Approach to the instruction of Mathematics*
- *The Workshop Model whereby students will practice and share instruction*
- *Kaplan Instructional materials during day and after school programs*
- *McGraw Hill Acuity Interim Assessments, Informal Teacher-Developed tests (Math), Ed Performance*
- *Everyday Math Unit Assessments*
- *3D Early Grade Assessment*

We also propose to continue to:

- *Identify "at risk" students*
- *Plan for differentiated instruction, small group instruction and cooperative learning groups*
- *Engage students in center-based learning and thematic units of instruction*
- *Model and encourage Accountable Talk and conversations around mathematical operations, key ideas, and problem solving strategies.*
- *Use Rubrics to assess student work and promote "formative" instruction*
- *Examine student's work, extrapolate and disaggregate the data to inform instruction*
- *Engage students in Math Games (such as Chess) to promote critical "higher order" thinking skills*
- *We promote the use of math programs and software through the purchasing of additional laptop computers for classroom use.*
- *Phase in the use of New the Common Core Standards*
- *Strengthen computation skills*
- *Provide grade 3 students with increase AIS services*

We will engage the teaching staff in the following processes and activities to promote professional development:

- *Workshops, one-to-one coaching, weekly grade planning meetings, and professional activity periods*

- *Daily demonstration lessons, team teaching and inter-visitations (class-to-class and school-to-school)*
- *Annual professional retreats and by-annual study groups*
- *Professional Activity Periods to strengthen “team building” and pedagogical skills*
- *Math Games*
- *Teachers will receive on-going Training in the understanding and use of the new NY State Common Core Standards.*
- *Provide additional embedded professional support to grade 3 teachers*

Instructional Goal # 2 for the 2010/2011 School Year

ELA – By June 2011 50% of our students in grades 3-5 will demonstrate at least 1 year’s growth on the NYS ELA Assessment.

Phrases of Description

P. S. 399 will continue the use of:

- *A Balanced Literacy Approach to the teaching of Reading*
- *The Workshop Model whereby students practice and share after instruction*
- *Kaplan Instructional materials during day and after school programs*
- *McGraw Hill Acuity Assessment, Informal Teacher-Developed Assessments (ELA)*
- *Leap Frog School House Supplementary Reading Program*
- *E-PAL Assessment (Gr. 2)*
- *Introduce “Welcome to Kindergarten” Reading Program – Houghton-Mifflin*
- *Wilson Learning Program*
- *Readers are Leaders Incentives*
- *Student-made (published) “bound” books*
- *Guided, Core Reading, and Leap Frog Lending Libraries*
- *We will upgrade Classroom Libraries by adding 30% new independent books.*
- *Purchasing of the 3D Early Grade Literacy and Assessment and an Upgrade to the Assessment Devices.*
-

We also propose to continue to:

- *Identify “at risk” students for Academic Instructional Services (AIS)*
- *Plan for differentiated instruction, small group instruction and cooperative learning groups*
- *Engage students in center-based learning, theme-based units of instruction*
- *Model and encourage Accountable conversations student-to-student (as well as teacher-to-student) during Guided/Shared Reading, Guided/Shared Writing, and Math Instruction.*

We will engage our teaching staff in the following processes and activities to promote professional development:

- *Workshops, one-to-one coaching, weekly grade planning, and professional activity periods*
- *Daily demonstration lessons, team teaching and inter-visitations (class-to-class and school-to-school)*
- *Annual professional retreats and by-annual study groups*
- *Professional Activity Periods to strengthen “team building” and pedagogical skills*

Instructional Goal # 3 for the 2010/2011 School Year

ELL – By June 2011, 40% of ELL Students will perform at or above grade level on the NYS Math and ELA Assessments.

Phrases of Description

P. S. 399 will continue the use of:

- *A. M. Program for selected students*
- *Audio Books*
- *Leap Frog School House Supplementary Reading Program*
- *A Comprehensive/Balanced Approach to Reading and Math instruction*
- *The Workshop Model whereby students practice and share after instruction*
- *Kaplan Instructional materials during day and after school programs*
- *McGraw Hill Acuity Assessment, Informal Teacher-Developed Assessments (Math and ELA)*
- *ECLAS and DIBLES Assessments (K-2)*
- *E-PAL Assessment (Gr. 2)*
- *“Welcome to Kindergarten” Reading Program – Houghton-Mifflin*
- *Wilson Learning Program for at risk students*
- *Student-made (published) “bound” books*
- *Guided, Core Reading and Leap Frog Lending Libraries*
- *Trips to extend and reinforce Literacy Skills and achievement*

We will engage or teaching staff in the following processes and activities to promote professional development:

- *Workshops, one-to-one coaching, weekly grade planning, and professional activity periods*
- *Daily demonstration lessons, team teaching and inter-visitations (class-to-class and school-to-school)*
- *Annual professional retreats and by-annual study groups*
- *Professional Activity Periods to strengthen “team building” and pedagogical skills*

We will engage or teaching staff in the following processes and activities to promote professional development:

- *Workshops, one-to-one coaching, weekly grade planning, and professional activity periods*
- *Daily demonstration lessons, team teaching and inter-visitations (class-to-class and school-to-school)*
- *Annual professional retreats and by-annual study groups*
- *Professional Activity Periods to strengthen “team building” and pedagogical skills*

Instructional Goal # 4 for the 2010/2011 School Year

Students in Temporary Housing – By June 2011 40% of STH will perorma at or aboeve grade level on the NYS Math and Reading Exams.

Phrases of Description

P. S. 399 will continue the use of:

- *Audio Books*
- *Leap Frog School House Supplementary Reading Program*
- *A Balanced Literacy Approach to reading instruction*

- *The Workshop Model whereby students practice and share after instruction*
- *Conduct workshop with parents to help understand how to navigate the NYC Department of Ed.*
- *Kaplan Instructional materials during day and after school programs*
- *McGraw Hill Acuity Assessment, Informal Teacher-Developed Assessments (Math/ELA)*
- *ECLAS and DIBLES Assessments (K-2)*
- *E-PAL Assessment (Gr. 2)*
- *“Welcome to Kindergarten” Reading Program – Houghton-Mifflin*
- *Wilson Learning Program for at risk students*
- *Student-made (published) “bound” books*
- *Guided, Core Reading and Leap Frog Lending Libraries*
- *Trips to extend and reinforce Literacy Skills and achievement*

We also propose to continue to:

- *Reduce the student-to-teacher ratio*
- *Identify “at risk” students for Academic Instructional Services (AIS)*
- *Plan for differentiated instruction, small group instruction and cooperative learning groups*
- *Engage students in center-based learning, theme-based units of instruction*
- *Model and encourage Accountable conversations student-to-student (as well as teacher-to-student) during Guided/Shared Reading and Guided/Shared Writing Instruction*
- *“Express Yourself” or “Me, Then and Now” Photo Album(s) (with accompanying text) for the purpose of chronicling and evaluating personal growth, snapshots and experiences*

We will engage or teaching staff in the following processes and activities to promote professional development:

- *Workshops, one-to-one coaching, weekly grade planning, and professional activity periods*
- *Daily demonstration lessons, team teaching and inter-visitations (class-to-class and school-to-school)*
- *Annual professional retreats and by-annual study groups*
- *Professional Activity Periods to strengthen “team building” and pedagogical skills*
- *Parent Workshops to promote on-going continuity/communication between school and home*
- *Inter-visitations (class-to-class)*
- *Visitation(s) to the classroom by the Guidance Counselor, Parent Coordinator SBST Team, and/or Attendance Team (as needed)*

	<p style="text-align: center;"><i>January – March – After School</i> <i>January – March – Saturday School ____</i></p> <ul style="list-style-type: none"> • <i>Responsible Staff</i> <ul style="list-style-type: none"> . <i>Two Math Specialists</i> . <i>Classroom Teachers</i> • <i>Math Dept and classroom teacher provides AM tutorial services to at-risk students</i>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Differentiation Instruction PD • <i>Peer Tutors</i> • Kaplan Materials • After School and Sat staff Funding: Title I, Title III, Fair Student Funding, Contract for Excellence • <i>Provide professional Development in phasing in the New National Common Core Standards</i> • <i>Math Software such as Skills Tutor will be made available to students to track their progress.</i>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Use of acuity and Ed Performance exams from September – June Assessment binders demonstrates progress <ul style="list-style-type: none"> . <i>Teacher-Developed Tests and Checklists</i> . <i>Kaplan and Everyday Math Unit Tests</i> . <i>Teacher-Student Conferences</i> . <i>Quarterly Assessments</i> . <i>Work Folders</i> . <i>Assessment Binders - Indicate progress on all assessments</i> . <i>MCLAS – (K – 2)</i> . <i>Teacher Observations and Anecdotal Records</i>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, at least 50% of students will demonstrate at least 1 years progress in the NYS ELA exam</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • For the 8 weeks of school everyone will implement the Comprehension Toolkit for all students, K-5. • Classroom teachers and funded staff will be used to reduce class size for 120 minutes. • All grades 3, 4 and 5 students will be mandated to attend the after-school program, from October – January\ • There will be additional focus on Expository writing and text. • Classroom libraries will contain additional information text. • Phasing in the New ELA Common Core Standards • Fourteen classes will be formed and the Kaplan program will be used. • <i>Flexible Grouping</i> • <i>Skill of the Week</i> • <i>Guided Reading (Using Leveled Books from the Guided Reading and CORE Library)</i> • <i>Writing Process/Production of - reports, narratives, responses to literature, essays, poems, etc.)</i> • Students will be grouped homogenously and class size will be reduced. • Differentiated instruction will be implemented. • <i>Target Population – All students K- 5 including ELL and Resource Room</i> • <i>Implementation Timeline – September – June</i> • <i>September and October – Comprehension Toolkit</i> • <i>October – January - After School and Saturday School</i> • <u><i>Responsible Staff</i></u> • <i>Classroom Teachers</i> • <i>Funded Teachers (AIS, Speech Therapist, etc.)</i>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Comprehension Toolkit • After-School and Saturday Programs will use the Kaplan Program • Title III Funds, Title I Funds, Fair Student Funding • Journal Writing • 3D Early Childhood Assessment • Upgrade 3D Assessment Device • Raz Kidz online Reading program • Purchase additional laptop computers • 14 Classroom and Funded Teachers, Trophies Reading Program • Wilson Learning Program • Resource Room • Speech Therapy • Professional Development in Phasing in the new Common Core Standards
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Students will be evaluated on an Interim basis (September – June); using Acuity, Ed Performance Assessment tools – the data should indicate steady increases • Assessment Binders - demonstrate progress • <i>Running Records</i> • <i>Unit Tests</i> • <i>McGraw-Hill Acuity Interim Assessments</i> • <i>Teacher-Developed Tests and Assessments</i> • <i>Teacher Observations and Anecdotal Records</i> • <i>Assessment Binders – Indicate progress on all assessments</i> • <i>Work Folders, Promotional Folders and Portfolios</i> • <i>DIBLES, 3D Assessment Results and MCLAS – (K-2)</i> • <i>NYSLAT</i>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): ELL

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, at least 40% of ELL students will perform at or above grade level in NYS ELA and Math Exams</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Reduce the ratio and extend instructional services • After-school program 3 times a week from October – June • <i>Saturday Enrichment School</i> • <i>Students will engage in reading more informational Text.</i> • Students will listen to books on tape to assist in Language development • Selected student will receive Wilson Services for at-risk students • AM Program will be offered to selected grades 3-5 ELL students, Title III fund, Audio Books, Wilson Program, Professional Development • Expository writing will be a big focus. • <i>Individual Work Folders</i> • <i>Flexible Grouping/Differentiated instruction to support study skills and goals</i> • <i>Guided Reading (Leveled Books and Core Library)</i> • <i>Class Trips</i> • <i>Developing Systems for Record Keeping (Running Records, Anecdotal, Teacher Observations)</i> • <u>Target Population – ELL Students</u> • <u>Responsible Staff</u> • <i>ELL/AIS Funded Teachers</i> • <i>Guidance Counselor</i> • <i>Classroom Teacher</i> • <u>Implementation Timeline – September – June</u> <i>October – March - After School Program and Saturday School</i>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Title III Funds, Title I, Title I ARRA • Audio Books • Wilson Program • <i>Leap Frog and Leap Frog Lending Library for Parents</i> • Professional Development in Phasing in Common Core Standards for ELL Population • Purchase Language Services for Translations • Purchase additional Technology to support Reading Fluency
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • NYSLAT Results • Performance in Acuity and Ed Performance • Assessment Binders must indicate Progress on various assessments <ul style="list-style-type: none"> . <i>E-PAL (Gr. 2), ECLAS, DIBLES (K-2)</i> . <i>Teacher-Developed Assessments</i> . <i>Running Records</i> . <i>Teacher Observations and Conferences with Students</i> . <i>Work Folders, Promotional Folders, Portfolios</i> . <i>Assessment Binders – Indicate progress on all assessments</i> . <i>Unit Tests</i>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Students IN Temporary Housing

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 40% of Students in Temporary Housing will perform at or above grade level in Reading and in Math</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Attendance Team will closely monitor attendance • Mandate after-school program for students in Temporary Housing • Provide at-risk instruction and counseling services where needed • Participate in extra-curricular activities • Provide parental support • <i>Student Orientation – Introduce expectations, procedures and staff</i> • <i>Target Population - All Students K – 5 including ELL and Resource Room</i> • <u>Responsible Staff:</u> <ul style="list-style-type: none"> • Attendance Team • Guidance Counselor • Academic and Performing Arts Teachers • Parent Coordinator • PTO President • Classroom Teachers • <u>Implementation Timeline – September – June</u> After School and Saturday School Programs

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Parent workshops • <i>Parent Orientation – Introduce expectations, procedures and staff</i> • <i>Parent Conferences</i> • <i>Plans shared with Parent Teacher Organization (PTO) and Parent Liaison</i> • Title III Funds, Title I ARRA, •
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Improvements in attendance • Progress on Interim Assessments (<i>ECLAS, DIBLES, E-PAL, Princeton Review, etc.</i>) • Reduced Incidents • <i>Assessment Binders – Indicate Progress on all assessments</i> • <i>Work Folders, Portfolios and Promotional Folders</i> • <i>Unit Tests</i> • <i>McGraw-Hill Acuity Interim Assessments</i> • <i>Teacher – Developed Assessments</i> • <i>Teacher Observations and Conferences with Students</i> <p><i>Running Records and Anecdotal Records</i></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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	20	20	N/A	N/A	2			
1	25	25	N/A	N/A	10			
2	25	25	N/A	N/A	5			
3	50	50	N/A	N/A	15			
4	50	50			5			
5	30	20			10			
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p>The Academic Intervention Programs the school offers involve a reduction in class size through the use of Funded Reading Teachers, Academic Intervention Specialists, Paraprofessionals. All AIS teachers utilize Technology (Laptops, Smart Boards, Leap Frog) as they work with students in small groups throughout the day. Kindergarten uses “Welcome to Kindergarten “reading program (Houghton-Mifflin). Grades K, and 1 have implemented the “Foundations” program. Grades 1 and 2 also use “Foundations” as well as the” Comprehension Toolkit” in all classrooms. Grade 2 uses “Trophies Intervention” program. Grades 3-5 use the “Trophies Reading Program” and “Comprehension Toolkit”. After-school, Weekend and Holiday Programs have implemented the “Kaplan Reading Program”, “Skill Tutor” and RAZ Kids. A school-wide skill of the week has been established to focus on the weakest comprehension skills. The Literacy Periods are 120 minutes each day.</p>
<p>Mathematics:</p>	<p>Two Math Specialists support the “at risk” Grade 3 students. They receive “small group” instruction mental math computation drills, (each day) to strengthen and reinforce Numbers/ Numeration, Graphing/Measurement, Statistics/Probability and computation skills. After-school, weekend, and Holiday Math programs will use the “Kaplan Math Program. The Math Periods are 90-120 minutes90 – 120 minutes each day. Saturday Math Classes will be offered to parents.</p>
<p>Science:</p>	<p>A Science Instructional Specialist utilizes a “Push-In” enrichment program to service students (in small groups) in grades K – 2. Grades 3 - 5 receive three periods of science from the Science Cluster Teacher on a weekly basis. Classroom teachers teach science at least three times each week. The “Harcourt – Brace” Science Program has been implemented in grades 2-5. Classroom Libraries will contain more science informational text.</p>
<p>Social Studies:</p>	<p>Grade 4 students received a new social studies program this year. The “Comprehension Toolkit” focuses on Informational Text. Students are taught to use comprehension strategies through the use of Informational Text. Students will engage in writing more expository pieces.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>The guidance counselor provides 1:1, mandated small group, and at-risk counseling sessions to provide students opportunities to discuss problems and concerns on a more personal level (within a more confidential setting). He also goes into the classroom to teach lessons which focus on prevention as well as education. He consults with the Inquiry Team</p>

	<i>re: Intervention Services and conferences with parents and administrators to clarify the student's needs. Parent workshops are provided on the following topics: (Feelings</i>
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) K-5 Number of Students to be Served: 40 LEP Non-LEP
Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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

- ✓ **type of program/activities to improve mathematics, native and/or English language learning**
- ✓ **number of students to be served**
- ✓ **grade level(s)**
- ✓ **language(s) of instruction**
- ✓ **rationale for the selection of program/activities**
- ✓ **times per day/week**
- ✓ **program duration**
- ✓ **service provider and qualifications**

The P.S.399, English as a Second Language program is a freestanding pull –out academic service, offered by certified English as a Second Language Teacher. It presently serves 40 students, with an ESL population consisting of students of nine different countries. Our ELL’s first language is Twi (Ghana), Fulani, Haitian Creole, Spanish, French, Albanian, Bengali or Philippine. The students receive all instruction in English, as per NYS regulations. The instructional units in ESL are determined by the score the student received on the NYSESLAT and/or the LAB-R. Beginners and Intermediate students receive 360 minutes a week of instruction, the advance students receives 180 minutes of instruction a week.

The ELL students are an integral part of the P.S. 399 community and are included in all of the P.S. 399 Goals and Objectives. Once the students have been identified as an English Language Learner through the Language Survey Form, parents are encouraged to view the [Orientation Video for Parents of Newly Enrolled English Language Learners](#). Once the parents have chosen the ESL program as an academic intervention program, a prescribed educational approach is set in accordance to the student needs and strengths. The ELL program is aligned with the school NY City and State Learning Standards, and the ESL Standards, in compliance with Part CR154. The Ells’ educational plan will also include weekly articulation with the classroom teacher, the school administration and the English as a Second Language teacher. This process will ensure congruency in the student Ell’s academic Intervention plan. Through our Translation Plan, parents can understand notes and letters that are sent home. Through the oral translation program parents can call the school or schedule time for homework, letters or meeting to be explaining. Services are also offer by the New York City Dept. of Education Office for Family Engagement and Advocacy at 718 752 7373.

Our school will continue to provide a supportive environment where our students can develop social and academic language .Through integrating accountable talk in the content areas as well as in extensive reading strategy instructional program and the writing process, our ELL students are developing skills that meet the standards.

We will continue to develop Reading and Math strategies in the TITLE III after school program through the use of KAPLAN, Reading and Math materials. Math skills will be strengthening with the use of manipulative materials and computer software programs. We will continue to enroll students in grades 2-5 in TITLE III after school. Grade 2 and new comers with low reading exponent will continue to receive the Wilson program in the after school TITLE III program, service by a Wilson trained teacher. ELL students will continue to participate in all aspect of the P.S. 399 school's academic program. The ESL teacher will continue to place great emphasis in listening, speaking, reading and writing, skills. The students will get supplementary enrichment services through LEAP FROG Language First, Technology Lab, and Project Arts.

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.

New Monolingual teachers, that don't have experience teaching English as a Second Language will be encouraged to participate in the ESL Staff Development offered by the UFT, and Department of ED Internal Services. We will continue to have strong communication between the classroom teacher and the ESL teacher, where methods of instruction can be modified to meet the needs of the ELL student. In cooperation with NYU, the Staff Development schedule and component will continue to present workshops and activities that meet the need of the ELL students.

Section III. Title III Budget

School: PS 399 BEDS Code: _____

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	\$10,000	Oct. 2008 – May 2009 1 ESL Teacher 1 Wilson Reading Teacher 2 hours a day 3 times a week. Kaplan Program

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$5000	(3) Computers 2 Rosetta Stone language development software packages for after-school program)
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

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.
 - a great need to explain homework, homework procedures, school culture, rules and behavior code.
 - a great need for the English Learners' parents to have a staff member translate after school or before school Parent/teacher conferences, Guidance counselor meetings, or Parent /Principal Conferences, letters, test schedules etc.
 - The need to explain to parents that are not literate in English or in their native language documents sent home.

The Oral Interpretation services at P.S. 399 will be provided to parents of Spanish and Haitian Creole language speaking students. This service will be provided in Spanish by the ESL teacher and in Haitian Creole by a paraprofessional before and after school.

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.

The parents of ELL students have communicated to the classroom teacher of specific needs such as translation of homework assignments, explanation of standardized testing (grades 3-5), grade curriculum, and other academic related concerns.

The Oral Interpretation services at P.S. 399 will be provided to parents of Spanish and Haitian Creole students by a classroom teacher and a paraprofessional. This service will be provided in Spanish by the ESL teacher and in Haitian Creole by a paraprofessional.

Scheduled meetings before and after school will provide this service. Test orientation, school policies, and curriculum orientation and graduation procedures will be provided.

For speakers of other languages translation services contracted by the Department of Ed. will be offered We will also offer the services offered by the Department of Ed. 718 752 7373.

Part B: Strategies and Activities

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

The school will provide transcribed Translation to parents in Spanish and Haitian Creole. Languages other than Spanish and Haitian Creole will be given by a Dept. of Ed. contracted translation services. Services are also offer by the New York City Dept. of Education Office for Family Engagement and Advocacy at 718 752 7373.

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.

Interpretation services at P.S. 399 will be provided to parents of Spanish and Haitian Creole students.

This service will be provided in Spanish by the ESL teacher and in Haitian Creole by a paraprofessional.

Scheduled meetings before and after school will provide this service. Test orientation, school policies, and curriculum orientation and graduation procedures will be provided.

Parents that are speakers of other languages will be provided services through the Department of Ed. Translation and Interpretation Unit 718 752 7373.

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>.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$483,878	\$103, 751	\$587,629
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4, 839	\$1,038	\$5,877
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 24,194	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$64, 000	*	

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

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESE School Responsibilities

The Stanley Eugene Clarke School will:

- 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.**

The mission of P. S. 399 is to achieve " *academic excellence*" for all children through standards-driven instruction, in a safe, nurturing environment in collaboration with parents and the community, for the development of civic, social and high order thinking skills necessary for life-long learners and productive members of society .

P. S. 399's philosophical belief is that all children can learn. Inherent in this belief is the understanding that students learn by doing. Therefore, we must engage students in meaningful activities to give them opportunities to apply their skills on a continuous basis as they approach the standards. This process will produce life long-learners and productive members of society.

Teaching is not enough. Constant reinforcement from one grade level to another is necessary to promote student success.

"If you don't use it, you loose it."

Building a firm foundation in the early grades is essential to prevent the need for academic intervention services and learning disabilities in later years.

Teachers must be properly trained to use materials and resources effectively.

"For when children fail, we all fail."

Effective classroom management skills are essential for preventing discipline problems. Appropriate, thoughtful lesson planning is a major part of classroom management and must address the needs of individual students. For it is understood that one must:

"Teaching has not taken place until the student has learned."

Teachers and students must become computer literate. Students must learn how to access information when needed.

Starting in the early grades, on-going assessment must take place through the use of observations, individual conferences, assessment of class work and homework as well as teacher-made tests and mock tests. Teachers must know the needs, interests and abilities of each child in order to plan appropriately. Our philosophical beliefs have many implications. To promote student excellence, it is necessary to:

- Focus on staff development
- Engage students in projects, thematic units, small group studies, author studies, current events review, analysis of controversial issues, letter writing opportunities, etc.
- Acquire a functioning library to promote research projects, thematic units and higher level thinking skills.
- Acquire a functioning library to promote research, projects, thematic units and higher level thinking skills.
- Increase the resources needed in the computer lab to promote computer literacy and provide academic intervention services in the basic subject areas.
- Focus on positive techniques to promote discipline
- Increase parental involvement
- Provide appropriate materials and resources that are aligned with the standards and standardized tests.
- Provide academic intervention services

Guidance Support Services: One of the goals of Public School 399 is to provide a safe, caring environment where mutual respect is valued. To promote excellent behavior, the discipline committee will develop a behavior code to outline the kind of behavior that is expected from our students. The guidance counselor will work with the committee to indicate specific consequences for poor behavior. The guidance counselor will also visit classrooms and convene special grade assemblies to introduce, discuss solutions and reinforce positive solutions that will elicit student participation and cooperation that will elicit ideas from the students. It is essential that students be actively involved with the plan for improvement.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed at it relates to the individual child's achievement. Specifically, those conferences will be held:

Parent-Teacher Association meetings will be held the third Monday each month. Parents are provided with information about Title I programs and services and concerns.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

An Open House/Orientation in September is given to inform parents about the educational program planned for their children. Opportunities for parents are posted regularly on a parent bulletin board on the first floor. Additionally, flyers are distributed whenever feasible.

Curriculum Meetings will be held at least two times per year. The purpose of these meetings is to familiarize parents with all components of the school curriculum, instructional programs and mandated assessments.

The meetings take place during teachers' double common preparation periods. Teachers describe their plan of instruction and clarify what students are expected to know and at what levels they are expected to perform. Curriculum Meetings will be held:

September 20, 2010 for Grade 2
September 21, 2010 for Grades 3 & 5
September 22, 2010 for Kindergarten
September 23, 2010 for Grades 1 & 4
December 4, 2010 Kindergarten, 1st & 2nd Grade Math Night for Parents
December 10, 2010 Grades 3, 4 and 5 ELA Testing Parent Evening Meeting

Promotional Status Meetings will be held in January to inform parents of students who are at risk of being held-over at the end of the school year about their promotion status; and to plan academic intervention that can be implemented at school and at home.

Parent-Teacher Conferences will be held:

November, 2010
March, 2011

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

In addition to the above scheduled conference times, parents are able to make appointments to meet with teachers during their preparation periods. The Assistant Principal and the Principal are also available to confer with parents before and after school.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Parents and staff work as a team at Public School 399. Learning Leaders train a number of parents as well as assist in attaining community by volunteering to help to provide Academic Intervention Services in the form of individual and small group tutoring. Parents also volunteer in our cafeteria and assist in the Parent Coordinator in preparing packets for meetings. Other parents are involved in a variety of parent workshops given by the Parent Coordinator. Many of the parents' concerns are addressed through topics such as: stress management, child abuse, health issues, careers, etc. Parents are free to make appointments with teachers so that they can observe their children in their classrooms.

ADDITIONAL PROVISIONS

Parent Responsibilities

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

- . Monitor attendance.
- . Make sure that homework is completed.
- . Monitor amount of television their children watch.
- . Volunteer in my child's classroom.
- . Participate, as appropriate in decisions relating to my children's education.
- . Promote positive use of my child's extracurricular time. !
- . Staying informed about my child's education and communicating with the school promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate.
- . Serving, to the extent possible, on policy advisory groups, such as being the Title 1, Part A parent representative on the school's School Improvement Team, the Title 1 Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- . Do my homework everyday and ask for help when I need to.
- . Read at least 30 minutes every day outside of school time
- . Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

The Stanley Eugene Clarke School will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title 1, Part A programs, and to explain the Title 1, Part A requirements, and the right of parents to be involved in Title 1, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title 1, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about the Title 1, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any suggestions as soon as practicably possible.

7. Provide to each parent an individual student report about the performance of their child on the State Assessment in at least math, language arts and reading.

8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title 1 Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

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.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - 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.
 - Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
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.
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.

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

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to

coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	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 FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal		x				
Title I, Part A (ARRA)	Federal		x				
Title II, Part A	Federal		x				
Title III, Part A	Federal		x				
Title IV	Federal		x				
IDEA	Federal		x				
Tax Levy	Local		x				

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.

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** 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.

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

The PS 399 school community services a percentage of students from a local shelter. This group of students are in a transitional period in which they may be attending PS 399 temporarily, though we encourage our families to remain. Many of the services that we provide our families are meant to support the needs of the SHS also.

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.)

Grade	Total
Kindergarten	10
Grade 1	15
Grade 2	13
Grade 3	17
Grade 4	12
Grade 5	10
Total STH	77

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

PS 399 provides many services to sTH population. The Parent Coordinator, Guidance Counselors, SBST, Community Assistant and Administration meet periodically to discuss specific needs of these students. The Parent Coordinator maintains on-going communications with the family assistant and Social Workers at the Shelter. The Attendance Team lead by the Guidance Counselor does frequent out reach the parents and service providers.

A list of absent students are printed each day and distributed to a relevant participate for appropriate action. Phone calls and Home visits are made to maintain vigilance.

The school also provides school uniform and other items of clothing for all students who are in needed. STH are monitored and assisted with clothing and school supplies when necessary.

The staff is made aware of the rights of families of children residing in temporary facilities. They are encouraged and assisted in located permanently housing that is located near the school. This helps to reduce student mobility and provides stability.

Extended Day, After-school and Saturday programs are developed to serve all students in the school. Students in temporary housing are strongly encouraged and accommodated in order to participate.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 399 Stanley Eugene Clark					
District:	17	DBN:	17K399	School		331700010399

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		93.8	94.9	94.1
Kindergarten	61	62	75				
Grade 1	83	78	88	Student Stability - % of Enrollment:			
Grade 2	79	85	85	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	74	82	86		92.3	94.3	92.8
Grade 4	91	92	97	Poverty Rate - % of Enrollment:			
Grade 5	89	82	95	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	0	0	0		87.9	92.2	93.6
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		3	134	28
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		8	5	14
Ungraded	0	0	1				
Total	477	481	527				

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	0	5	9	Principal Suspensions	14	14	4
# in Collaborative Team Teaching (CTT) Classes	6	0	0	Superintendent Suspensions	0	1	1
Number all others	14	21	23				

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:							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# receiving ESL services only	33	43	TBD	Number of Teachers	31	33	33
# ELLs with IEPs	0	5	TBD	Number of Administrators and Other Professionals	6	5	6
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	2	5

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	96.9
				% more than 2 years teaching in this school	71.0	75.8	78.8
				% more than 5 years teaching anywhere	74.2	75.8	90.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	87.0	91.0	90.9
American Indian or Alaska Native	0.4	0.8	0.9	% core classes taught by "highly qualified" teachers	92.3	88.6	90.2
Black or African American	91.0	91.1	78.4				
Hispanic or Latino	5.2	5.0	17.6				
Asian or Native Hawaiian/Other Pacific	0.8	1.5	1.7				
White	2.3	1.0	1.3				
Male	49.3	50.1	51.4				
Female	50.7	49.9	48.6				

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,					
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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:

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

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	3	3	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	86.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	11	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	19.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	54.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

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

**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 1	District 17	School Number 399	School Name Stanley Eugene Clark
Principal Marion Brown		Assistant Principal T. Williams	
Coach J. Ivey, Literacy		Coach Ms. Litto, Math	
Teacher/Subject Area		Guidance Counselor Trotman	
Teacher/Subject Area C. Strachan, ESL		Parent Janelle Best	
Teacher/Subject Area B. Ramsay, Reading		Parent Coordinator Rafaela Fulton	
Related Service Provider		Other	
Network Leader Dr. Charlene Smith		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	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	527	Total Number of ELLs	40	ELLs as Share of Total Student Population (%)	7.59%
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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.

Paste response to questions 1-6 h

Part II: ELL Identification Process

1. Our English Language Learners are initially identified at registration. Once the Home Language Identification Survey (HLIS) indicates a language other than English is spoken at home, a survey in the primary language is given to the parent. An informal oral interview in English and in the family's native language (if possible) will be conducted by ESL teacher. If a native speaker of the parent's native language is not on the premises of the school, we will use the services of the Translation and Interpretation Unit offered by the New York City Department of Education.

2. Parent Program Choice

Once the students have been identified by the Home Language Identification Survey (HLIS) the Parent Orientation Meeting will be schedule where parents would be able to view the Orientation Video for Parents. This procedure will be ongoing for new admits.

3. Entitlement Letters

Immediately following the Orientation Meeting, the entitlement letters, parents surveys, and program selection forms are distributed to the parents. Parents who can not attend the Orientation Meeting will be rescheduled at a later date. Once parents have chosen the ESL program (after viewing the Orientation Video for Parents of Newly Enrolled English Language Learners), a prescribed educational approach is set in accordance to the student needs and strengths. An academic program is aligned with the school's CEP Plan, the New York City and New York State Learning Standards, the ESL Standards, and Part CR154. The English as a Second Language Teacher articulates with the classroom teachers of the ELLs to ensure a curricular alignment.

Students who have an IEP that indicates that ESL is needed participate in small group instruction. An organized plan is developed with task-based recommendations from the classroom teacher as well as the student's IEP. Students categorized as SIFE are part of a rigorous academic plan. This plan includes intervention from the math coach, Raz-Kids, and Brain child, after-school and before school activities, and ongoing parent teacher articulation.

4. After following all the criteria and procedures to identify and place ELL students in an ESL instructional program, parents are invited to participate in ongoing workshops during the school year. These workshops are offered by the Parent Coordinator, Administration of the school, coach, Fordham University and teachers. These workshops include Grade Orientation in September, ongoing Test Preparation Meetings for Parents of Students in Grades 3-5 and many more. (Consult CEP). ESL teachers have an open communication (in person and through telephone calls) regarding student's progress, questions about homework, lending library and instruction to use RAZ-Kids at home throughout the school year.

5. For the past few years, after reviewing the Parent Survey and Parent Selection forms, 100% of ELL Parents have chosen ESL instead of Bilingual and dual Program.

6. Placement procedure for Bilingual

When there is a program selection other than ESL in the Program Selection form, parents are given a list of schools that offer Bilingual classes or the information required to support their choice. The ELL Instructional Specialist –CFN#4 Ms. Camilla Homes (347) 237 6174 via E-mail is notified.

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	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained														0
Push-In	10	12	7	2	4	5								40
Total	10	12	7	2	4	5	0	0	0	0	0	0	0	40

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	40	Newcomers (ELLs receiving service 0-3 years)	35	Special Education	2
SIFE	5	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

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
Chinese	0	0	0	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Yiddish	0	0	0	0	0	0								0
Other	0	0	0	0	0	0								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		0	0	0		0	0	0								0	0	
Chinese																				0	0
Russian																				0	0
Korean																				0	0
Haitian																				0	0
French																				0	0
Other	0																			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): <u>0</u>	Number of third language speakers: <u>0</u>	
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	2	2	2	1	1	0								8
Chinese														0
Russian														0
Bengali	2	2				1								5
Urdu														0
Arabic	2													2
Haitian	3	8	4	1	3	4								23
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1		1											2
TOTAL	10	12	7	2	4	5	0	40						

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.

Paste response to question
Programming and Scheduling information

1. P.S. 399 is an open corridor school (no walls) the classes are separated by bulletin boards. The P.S. 399 English as a Second

Language program is a pull-out educational program . The ESL program presently serves 40 students, 38 students from the general education and two second grade students from class 2-4, an inclusion 12-1-1 class, whose IEP indicates ESL services. The ELL group is made up of the following subgroups indicated by the NYSELAT.

Programming and Scheduling information

According to the data, ESL students have been scoring significantly higher in listening and speaking on the NYSELAT test. The LAP Committee, as well as the classroom teachers and the ESL teacher, have assessed a need for the implementation of activities that would enhance proficiency in the areas of reading and writing. The plan includes activities around the NYS/ESL Learning Standards #2, where students will gain English for Literacy response, enjoyment, and expression. This requires that students develop the knowledge and skills of English through written interpretations of literature. Students learn and apply strategies in English to increase comprehension and meaning of text in English. These skills are developed through the curriculum as identified in the school's CEP. Presently we are using The comprehension Toolkit by Stephanie Harvey and Goudvis and the grades 2-5, Trophies English Language Learners to develop speaking fluency, Oral language learning to read and reading to learn for SIFE and beginners students. The same materials are used to conduct Interactive writing, language acquisition and developing fluency for students in intermediate and advanced students with emphasis on graphic organizers and comprehension strategies. For ESL students that have been in the program for six or more years we concentrate on the writing and reading process .

3. The continuation of English Language Proficiency for all ELL students is developed by a variety of methods. Social (BICS) and Academic (CALP) are developed through literature and content-based instruction with activities that encourage accountable talk. In addition, strategies for assessment are implemented with the use of the KAPLAN Reading and Math books. Differentiation of instruction in the ELL sub group is possible through the use of the level Modern curriculum Phonics A,B, and C. Also through the use of computer software during the ESL period. Hooked on Phonics , Jump Start Reading, and Jump Start Math are used to develop Social, Academic, and Language Arts skills. English vocabulary is increased through the use of the LEAP FROG, Language First Skill. Language first is a Level program that starts at a beginner level (purple books) to advance ,(blue books). We also use Raz-Kids. This is a program that reads to the students and has reading comprehension questions. The reading level in this program runs from A-Z and there is also a Listening Library with feature books with audio cassettes. During the zero hour the English Language Learners participate in the Reading Circle. During this time students listen and read books on tapes or CDs. At the end of every book the students participate in a book talk, where other members of the school community participate and enjoy the refreshments. Students are grouped by grade level and language proficiency levels. Most ELL students are grouped in the same classroom by grade. This facilitates ongoing articulation between the classroom teacher and the ESL teacher.

4. Differentiated instruction for ELL students is determined through assessment strategies and a variety of differentiated resources that address the wide range of knowledge, ability levels, interests, and learning styles that the students bring to the classroom. After testing with LAB-R, NYSELAT the ELA, periodical assessments ACUIITY, Computer Adapted Test, and unit test, the item analysis is examined by the ESL Committee and ESL teacher. Content of the instruction will be defined with remediation, enrichment or acceleration. The administration of the school as well as the Reading and Math coaches offered the ESL teacher as well as the monolingual teachers on going Staff Development, Articulation meetings and workshop using data to drive instruction.

The school's ESL population consists of students whose first language is Fulani, Haitian Creole, Arabic, Spanish, French or Bengali. The students represent the countries of Bangladesh, Haiti, Puerto Rico, Dominican Republic, and Africa. There are 2 SIFE students receiving 360 minutes of ESL a week and additional Language Arts instruction in the classroom.

The Newcomers and SIFE students use LEAP FROG and classic movies in the ESL video library (Pinocchio, Cinderella, the Cat is the Hat, etc.) Watching the classics after lunch or during the zero period, develops listening skills, vocabulary and comprehension skills, as well as developing social and academic language. In the LEAP FROG program instructions are given in Spanish and French. Those students whose native language is Spanish or French receive directions in how to use the program in their native language. Raz- Kids is an independent reading and listening program based on students who achieve reading fluency and comprehension. This program meets the needs of all of our subgroups. Newcomers begin by listening and following the text. As students advance in language acquisition, students will read the text only. Students progress from levels A to Z (as set by Fountas and Panella).

Brain –Child Computer Software is a skills-based, self-paced, and data-driven instruction program. This language arts program focuses on reading comprehension and English language conventions. Students may start at a very low level and gain confidence to move up. This

program meets the needs of intermediate and advanced ELLs.

4.

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?

Paste response to questions 5-14 here

5. The target intervention program for ELLs in reading and math is the use of Modern curriculum Phonics A,B, and C. Computer software programs such Hooked on Phonics, Jump Start Reading, and Jump Start Math are used to develop Social, Academic, and Language Arts skills. English vocabulary is increased through the use of the LEAP FROG, Language First Skill. Language first is a Level program that start at a beginners level (purple books) to advance (blue books). We also use Raz-Kids. This is a program that reads to the students and have reading for comprehension questions. The reading level in this program runs from A-Z. Listening Library with features books with audio cassettes. During the zero hour the students participate in the Reading Circle. During this time students listen and read books on tapes or CDs. Students are in the same classroom per grade. This facilitates ongoing articulation between the classroom teacher and the ESL teacher.

6. Students that have tested out of ESL will continue services with the ESL teacher during the zero hour Reading Circle. They also participate in TITLE 1 reading and math small groups when necessary. These students progress is still monitor from grade to grade, with the use periodical assessments such as Computer adapted test, ACUITY. Kaplan, reading and math program.

7. This upcoming schoolyear we are continuing all programs stated above and we will expand in writing in the content areas, especially in reading and math.

8. Due to the budget cuts, we have one less staff to help in reading and math intervention.

9. ELLs are afforded equal access to all school programs in P.S. 399. They are part of the Robotics team, Tap Dance group, Chess team and all other activities of the school. We promote cultural awareness through various school-wide activities. Therefore, our School Library contains reference books for the various cultures represented by our ELL students' population. We have a small library of Spanish language books. We are in the process of including other languages in our School Library. In addition, Project Arts continues to bring music and dance performances by Young Audiences and other multicultural groups. These programs give the ELL students an opportunity to share many aspects of their culture with the school community. Our School celebrates different cultures during the Rainbow Festival, where classes present dances, foods and cultural display from one of the countries they have been studying.

School Transition Support to Middle School

Staff and parent support is provided by the Articulation Dinner which promotes a smooth transition from 5th Grade at P.S. 399 to top

middle schools. The middle schools send representatives to this dinner who provide information regarding their specific programs.

The ELLs also participate in the TITLE III Afterschool program where they receive enrichment in reading writing and mathematics.

10. The technology Lab uses Star Fall, Kids Spiration, Mastering Numeration, Jump start, Tutor and other software that helps develop reading and math skills. The Math Lab and Science Lab involve the ELLs students as well as the rest of the school population in rich hands on experience.

11. Native Language is supported by the use of Haitian Creole dictionary, oral translating in Spanish or in Haitian Creole and calling the Translation and Interpretation Unit at 718 752 7373 ext 4.

12. The SBST team, the Speech teacher as well as the Resource room teacher, renders services to the ELLs students with IEP.

13. The new comers in Kindergarten that register during the month of March receive a learning package with sight words, numeration and letters. New comers that have been attending the school also receive a package during the vacation period. Students that have internet would be able to work with RAZ -Kids during the Summer vacation.

14. N/A

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)?

Paste response to questions 1-5 here

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.

Paste response to questions 1-3 here

D. Professional Development and Support for School Staff.

1. Teachers, Assistant Principals, Paraprofessionals, Special Education Teachers, Psychologists, Occupational/Physical Therapists, Speech Therapist, Secretaries, and Parent Coordinators that have not participated in the Mandated 7.5 hrs of ESL Professional Development are encouraged to participate in the Staff Development offered by the UFT, Department of Education. Through Protrax, Staff Development offered through Principals Weekly and the Teachers Weekly. The Literacy Coach, Math specialist and Technology Specialist articulates with teachers, on the use of hands-on and manipulative materials. These strategies help to facilitate instruction for the ELL learners. On-going communication between the English as a Second Language Teacher, Classroom Teachers, Literacy Teacher, Literacy Coach and Math Specialist also promote learning. The school Staff Development schedule includes workshops and activities that expose teachers to methods

that can be used to meet the needs of ELL students. The English as a Second Language classroom is a resource center with ongoing articulation with the classroom teachers. The classroom teachers are invited to borrow materials and use resources.

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?

Paste response to questions 1-4 here

E.

Parental Involvement

The P.S. 399 community will continue to reach out to our ELL parent population, through numerous workshops offered by the Parent Coordinator, Math and Reading Specialists and the Early Childhood Coordinator. Parents will be able to help their children in reading, math, test taking skills and other subject areas. Articulation with parents and the ESL teacher continues to be ongoing. Through the Translation Allocation, parents are able to set schedule appointments, where their children's homework, school letters/notices, fifth grade applications to middle school and/or school activities are explain in Spanish or Creole. This service is after or before school, therefore, strengthening the partnership between the parents and the school.

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)	4	3	3	0	0	2								12
Intermediate(I)	3	7	4	1	3	1								19
Advanced (A)	3	2	0	1	1	2								9
Total	10	12	7	2	4	5	0	0	0	0	0	0	0	40

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			0		na	0			0
4			1		2		1		4
5			2		1		1		4
6									0
7									0
8									0
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					2				2
8									0
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									0
8									0
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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?

Paste response to quesB.

The sssessment tools use in P.S. 399 is as follow:

Grades K-2 Mclass 3D, Reading and Math Unit Exam, Portfolios

Grades 3-5 Periodical assessment s, Harcourt (Trophy) Unit test in reading , Every Day Math unit test, ACUITY, portfolios and teacher observation.

Students weeknesses and strenght are identify through the computer adapted test, ACUITY (administer four time a year), Unit test,teacher made test. These results are use to plan instruction for indivual students and group acording to their needs. This process will ensual progress in the different academic areas of weekneses or strengths.Some students may need decoding, comprehension, grammar,etc. After examining students result, we have identified a pattern across proficiency levels between the assessments used during the year and the NYSESLAT Modality Report. The students that scored at Intermediate or below on the NYSESLAT are the same 8 students that scored below proficiency in the periodical assessment. These students scores are significantly lower in reading and writing than on listening and speaking . This pattern across the modalities dictates the grouping formation, and the individual topic areas to be focus in reading and writing.

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.

Paste additional informatio

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/28/10
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		