



**PS 396**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: (10X396)**

**ADDRESS: 1930 ANDREWS AVENUE, BRONX, NY 10453**

**TELEPHONE: 718-294-1134**

**FAX: 718-294-2013**

**TABLE OF CONTENTS**

**SECTION I: SCHOOL INFORMATION PAGE.....3**

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4**

**SECTION III: SCHOOL PROFILE.....5**

**PART A: NARRATIVE DESCRIPTION.....5**

**PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6**

**SECTION IV: NEEDS ASSESSMENT.....10**

**SECTION V: ANNUAL SCHOOL GOALS.....11**

**SECTION VI: ACTION PLAN.....12**

**REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,  
        CORRECTIVE ACTION, AND RESTRUCTURING.....25**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28**

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 396      **SCHOOL NAME:** Burnside Complex

**SCHOOL ADDRESS:** 1930 Andrews Avenue

**SCHOOL TELEPHONE:** 718-294-1134      **FAX:** 718-294-2013

**SCHOOL CONTACT PERSON:** Mr. Kevin O'Neill      **EMAIL ADDRESS:** Koneill2@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Douglas Manzella

**PRINCIPAL:** Nicole A. Tiné

**UFT CHAPTER LEADER:** Kiew Steshenko

**PARENTS' ASSOCIATION PRESIDENT:** Marilyn Morales

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 10      **CHILDREN FIRST NETWORK (CFN):** 109

**NETWORK LEADER:** Maria Quail

**SUPERINTENDENT:** Sonia Menendez

## 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
Nicole A. Tiné	*Principal or Designee	
Kiew Steshenko	*UFT Chapter Chairperson or Designee	
Madelin Echevaria	*PA/PTA President or Designated Co-President	
Marilyn Morales	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Margarita Pizarro	DC 37 Representative, if applicable	
Judy Concepcion	Member/ Teacher	
Zita Urban	Member/Paraprofessional	
Elaine Ellison	Member/Parent	
Belky Fermin	Member/Parent	
Araceli Cruz	Member/Parent	
Douglas Manzella	Member/Parent	
Jaqueline Marston	Member/Parent	
Hilary Wolf	Member/Parent	
Toni Rodriquez	Member/Parent	

(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.

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PS 396 is an early childhood school serving students in grades Pre-K through 4<sup>th</sup> grade. It is located in one of the highest poverty areas in New York City and one of two schools in the Burnside Educational Complex at 1930 Andrews Avenue, located in the southwest section of the Bronx, Region One, and District 10. PS 396 shares major building facilities with MS 390 which include both the gymnasium and auditorium. The use of the auditorium has been on an established mutually agreeable schedule.

The families in our community are representative of the district's report as being one of the highest welfare recipient communities in the city. It is a community that is diversified and multi-ethnic. Our school population is composed of: 77.14% Hispanic; 22.85% Black, .8% Asian/Pacific Islander or other and 2.4% White. Some of the children are entering our school with limited English Language Proficiency.

The school has a young energetic staff that is highly motivated. They show a willingness to commit to the hard work necessary to improve school achievement. The focus of our professional development has been to create a school community where everyone, including teachers, sees themselves as learners. Our professional development goals have been and will continue to be to build capacity and opportunity for collaboration in the development of educational outcomes. Teachers have an opportunity to plan together and use running records and various assessment data. The use of data to drive instruction assists with differentiating our instruction.

While the school was designated as a School Under Registration Review for ELA Grade 4 in 2004 based upon our performance on the ELA, and a SINI Year 2 school for not meeting our targets for all students (Hispanic Students and Economically disadvantaged students), we have since then come off both lists and are now in good academic standing with the state and federal governments.

Throughout the year we hold celebrations that support student achievement at all levels. For this school year, there will be 10 publications scheduled on the literacy calendar will present the opportunity for parents to come and celebrate the student's work.

Our timetable is set up so that students engage in a 75-90 minute mathematics block where there are opportunities for whole class, small group and independent instruction. As well, our bilingual program supports our English Language Learner population in two ways. We also use balanced literacy materials such as trade books, poetry collections and nursery rhymes to support native language as well as ESL instruction.

Our Special Education population enjoys the full educational program that every other child in our school enjoys. We have classes of mixed disabilities in an education setting that is supportive to student's individual needs. Our special education students, when appropriate and identified by classroom teachers, mainstream into general education classes according to their abilities.

Science and Social Studies along with Literacy, Math and Writing are integrated into the curriculum by having writing genres and units of study organized around the Social Studies curriculum. Pre-Kindergarten and Kindergarten teachers teach social studies in the classroom and integrate it into their reading and writing blocks. Science in the third and fourth grade is supported by a science cluster teacher who uses a hands-on inquiry based approach to teaching science.

**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					
<b>School Name:</b>	PS 396				
<b>District:</b>	10	<b>DBN #:</b>	10x396	<b>School BEDS Code:</b>	321000010396

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>					<b>Attendance: % of days students attended*</b>				
(As of October 31)	2007-08	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10	2010-11
Pre-K	34	36	35	36		92.1	92.4	92.8	93.2
Kindergarten	33	39	44	51					
Grade 1	50	35	42	49	<b>Student Stability: % of Enrollment</b>				
Grade 2	49	46	38	50	(As of June 30)	2007-08	2008-09	2009-10	2010-11
Grade 3	43	57	42	33		90.9	90.9	94.0	94.0
Grade 4	43	57	47	41					
Grade 5					<b>Poverty Rate: % of Enrollment</b>				
Grade 6					(As of October 31)	2007-08	2008-09	2009-10	2010-11
Grade 7						89.9	85.4	84.8	86.0
Grade 8									
Grade 9					<b>Students in Temporary Housing: Total Number</b>				
Grade 10					(As of June 30)	2007-08	2008-09	2009-10	2010-11
Grade 11						7	4	10	8
Grade 12									
Ungraded					<b>Recent Immigrants: Total Number</b>				
					(As of October 31)	2007-08	2008-09	2009-10	2010-11
Total			261			3	4	5	4
<b>Special Education Enrollment:</b>					<b>Suspensions: (OSYD Reporting) – Total Number</b>				
(As of October 31)	2007-08	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10	2010-11
Number in Self-Contained Classes	11	0	0	0					0

DEMOGRAPHICS									
No. in Collaborative Team Teaching (CTT) Classes	39	43	41		Principal Suspensions	13	12	1	0
Number all others	12	25	0		Superintendent Suspensions	2	2	1	0
<i>These students are included in the enrollment information above.</i>									
<b>English Language Learners (ELL) Enrollment:</b>					<b>Special High School Programs: Total Number</b>				
(BESIS Survey)					(As of October 31)				
(As of October 31)					2008-09 2009-10 2010-11				
(As of October 31)	2007-08	2008-09	2009-10	2010-11	CTE Program Participants	-	-	-	
# in Trans. Bilingual Classes	0	0	0	0	Early College HS Participants	-	-	-	
# in Dual Lang. Programs	0	0	0	0					
# receiving ESL services only	51	38	38	44	<b>Number of Staff: Includes all full-time staff</b>				
# ELLs with IEPs	0	4	12	6	(As of October 31)	2007-08	2008-09	2009-10	2010-11
<i>These students are included in the General and Special Education enrollment information above.</i>					Number of Teachers	39	40	42	45
					Number of Administrators and Other Professionals	9	9	2	2
<b>Overage Students: # entering students overage for grade</b>					Number of Educational Paraprofessionals	5	4	10	10
(As of October 31)	2007-08	2008-09	2009-10	2010-11					
	0	0	0	0					
					<b>Teacher Qualifications:</b>				
<b>Ethnicity and Gender: % of Enrollment</b>					(As of October 31)	2007-08	2008-09	2009-10	2010-11
(As of October 31)	2007-08	2008-09	2009-10	2010-11	% fully licensed & permanently assigned to this school	100	100	100	100
American Indian or Alaska Native	0	0	1.2	0	Percent more than two years teaching in this school	55.3	59	88	89
Black or African American	22.3	21.3	22.8	22.2	Percent more than five years teaching anywhere	39.5	38.5	45	46
Hispanic or Latino	76.2	75.2	77.1	75	Percent Masters Degree or higher	82	82	88	89
Asian or Native Hawaiian/Other Pacific Isl.	1.2	2.4	0.81	0.81	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.2	96.7	100	100
White	0.4	2.4	2.8	1.5					
Multi-racial	0	0	1.2	1					
<b>Male</b>	46.9	50.8	144	51.2					
<b>Female</b>	53.1	49.2	114	48.2					

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
<b>Years the School Received Title I Part A Funding:</b>		<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10 <input checked="" type="checkbox"/> 2010-11

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes  NoX  If yes, area(s) of SURR identification: \_\_\_\_\_  
 Designated as a Persistently Lowest-Achieving (PLA) School: Yes  NoX

#### Overall NCLB/SED Accountability Status (2010-11 Based on 2009-10 Performance):

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	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
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√	√				
Hispanic or Latino	√	√	√				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
<b>Other Groups</b>							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√	√				
<b>Student groups making AYP in each subject</b>							

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	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.

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

\*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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2008-09	
Overall Letter Grade	B	Overall Evaluation:	Proficient
Overall Score	55.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	10.1	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 25% of the Overall Score)	11.7	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 60% of the Overall Score)	31.9	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	1.5	Quality Statement 5: Monitor and Revise	Proficient
<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?
- 

**Our school's strengths are:**

- The high expectations held by the principal and staff of our students.
- A hard working and dedicated staff that work together and that is willing to trial new methods and approaches to teaching.
- The cleanliness of the work environment
- The calmness and industriousness of our learning environment.
- Our special education students and those in greatest need of improvement are offered an integrated curriculum with carefully aligned interventions.
- The opportunity for teachers in the same grade / subject area to cooperatively plan and moderate student work. This is underpinned by a very strong focus on analyzing classroom assessment data, especially micro level student achievement data that provides teachers with a direct formative link to their practices. The data analysis processes has permitted a more strategic targeting of students most in need.
- The open door policy of the school / principal, resulting in an improved level of parental involvement in the school, with the goal to improve their involvement in the classroom
- The improvement in resources (e.g., laptops, ELMO, iPods, interactive boards, classroom libraries) available to students and staff.

**Our accomplishments** in the last 12 – 24 months have been:

- The team planning that now occurs
- Through a concerted approach and a number of consistent strategies (e.g., PBIS, school pledge), the tone of the classrooms and building has moved from 'chaotic' to calm, making it easier to teach.
- Our student attendance is slowly improving.
- The closer ties between administration and classroom teachers, and the level of accountability that ensues. The focus of the administration has been to improve the instruction and achievement of each student. To do this, the administration has set up both formal/informal classroom visits and regularly scheduled data meetings to monitor student progress.

- The stability of the teaching staff / reduction in the teacher turnover rate. Teachers are able to remain in the same grade which has provided for consistency from one year to the next, and has allowed teachers to reflect on their practice.
- The broadening our of curriculum offering, especially the after-school programs but also the offerings in school. For example, we are currently implementing a tutoring program for 3<sup>rd</sup> and 4<sup>th</sup> grade students. We also offer a number of after-school clubs (guitar club, sports club, art club, science club).

**The challenges we face are:**

- To provide even better, well crafted student centered lessons. Whilst differentiation of instruction is occurring, it can be improved. Part of this is a teaching model that permits greater student centered discussion; another dimension is a shared model of differentiation, and common notions of what we as a school mean by ‘good teaching’ and ‘deep learning’. A third is the creation of a calm classroom through having fewer interruptions to learning. By “interruptions to learning” is meant PA announcements, unexpected visitors to the classroom, equipment that does not work, and limited access to supplies.
- To improve the results in ELA, in both reading and writing. Many of our students do not read on grade level, and this is reflected in our ELA results in the Yr 4 and 5 state tests. In ELA in particular, what appears to be happening is that students are not transferring / generalizing skills to other independent work. The ‘stamina’ of many of our students is also a challenge.
- To improve parent involvement in the school, and in the classroom, so teachers can share with parents the goals of the school which can then be supported at home.
- To maintain/strengthen the calm and generally positive tone of the classrooms and school. The PBIS program and other strategies have been very successful in this in the last two years; it is important that the school not relax in this area.
- There is a danger of our teaching practices being swamped by a ‘crowded curriculum’; that is, where we try too many programs and as a results end up doing few things well. For example, some teachers expressed concern at the school running currently both a Basal program and a Guided Reading program

On the basis of the above, the following three goals were identified for the school:

1. Improved parent/family involvement.
2. Further develop staff’s expertise in implementing individualized learning goals and differentiating instruction.
3. Raise achievement in ELA through a strategic professional development plan for teachers.

## 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.

<b>1. GOAL AREA</b>	Continue to <b>strengthen links with parents</b> to exchange information regarding their children’s goals, progress and learning needs.
<b>SPECIFIC GOAL</b>	By October 2010, 66% of the parent population, through multiple opportunities provided by the school, will be involved in student learning. This includes sharing PS 396’s specific educational vision for student academic and social/emotional(PBIS program) success-which will be centered around differentiated instruction as well as utilizing data to drive instruction.
<b>PARTICIPANTS</b>	Teachers Parent coordinator P.A. Parents Administration
<b>RATIONALE / RELEVANT CURRENT DATA</b>	The SQR review of Nov 2008 recommended the school “further enhance the school’s communication with families to ensure a clear understanding of their children’s individual learning goals in core subjects and timeframes for reaching these goals.”
<b>2. GOAL AREA</b>	<b>Measurable learning goals and interim benchmarks for individual students</b> will be established by teachers, <b>in order to form flexible differentiated groups</b> using relevant data sources-Rigby, Lab-R, EPAL, etc.
<b>SPECIFIC GOAL</b>	Each student to have a minimum of 1 learning goal in each of ELA, Math, Soc Studies, and Science.  This learning goal to be set by end of Week 3 of the school year, and revised three times through the year using data generated from Rigby, Unit Assessment, Predictive Tests, ECLAS, and Conference notes. In

	<p>addition student smart goals are tracked and changed in accordance to students' needs on a bi-weekly/ monthly basis.</p> <p>By October 2010, in order to improve students' academic performance in ELA and Math, teachers will strengthen their instructional practices by developing well crafted child-centered lessons.</p> <p>All classroom teachers will be able to develop, design, and track individual learning goals by October 2011.</p>
<b>PARTICIPANTS</b>	Teachers
<b>RATIONALE / RELEVANT CURRENT DATA</b>	The SQR review of Nov 2008 identified the need for the school to “develop a structure to support teachers in setting measurable learning goals for individual students in all core subjects that include interim benchmarks in order to strategically monitor and evaluate students’ progress”
<b>3. GOAL AREA</b>	Grade leaders to meet with teachers to examine ELA data, to adjust teaching practices, develop appropriate learning goals, and <b>improve performance for all students.</b>
<b>SPECIFIC GOAL</b>	<p>At least 80% of students (Kindergarten through 4) will move no less than four levels in Rigby by June 2011.</p> <p>At least 100% of classroom teachers will be able to develop, design, and track individual learning goals by October 2010.</p> <p>By June 2011, PS 396 will be fully prepared to utilize a Balanced Literacy Approach to teaching Literacy with DI as a supplement for remediation for the upcoming school year.</p>
<b>PARTICIPANTS</b>	Teachers/Grade Leaders, Administration
<b>RATIONALE / RELEVANT CURRENT DATA</b>	<p>The SQR Report (Nov 2008) identified the need for the school to “refine professional development planning by individualizing (PD) activities according to need, so that all teachers clearly define learning objectives, differentiate lessons and improve the pace of lessons in order to challenge students to do better”.</p> <p>DOE mandate for 90% of school to be involved in inquiry work.</p>



	<ul style="list-style-type: none"> <li>○ Pathways to Academic Excellence classes for parents</li> <li>○ Dinner with the Principal/Teachers (one per trimester)</li> <li>○ School Parent Compact</li> <li>○ Notes from teacher and parent communication logs</li> <li>○ School web site for communication with parents</li> <li>○ ASD Nest Parent Meetings (once a month)</li> <li>○ Develop a tracking system to monitor parent participation</li> <li>○ Parent/Teacher Conference (day/night sessions)</li> </ul> <p>Parent attendance sheets at each of the various courses and meetings. Evaluation of program(s) success will be ongoing.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Title 1 ARRA and CFE funding to support parent involvement-including parent workshops</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Ongoing – specified above</p>

**Subject/Area (where relevant):** Student Learning Goals

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Measurable Learning goals and interim benchmarks for individual students will be established by teachers by October 2011 in order to flexible differentiated learning groups using relevant data sources.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> <li>1) Establish student learning goals (All students) after issuing student assessments(analyzing the data in order to differentiate instruction)</li> <li>2) Track/monitor all student learning (in classroom and through our school wide professional learning teams such as Inquiry, and AIS Teams) using assessment binders that include benchmark data from both formal and informal student assessments. These goals are monitored on a daily basis and changed and instruction is differentiated/modified to ensure students are reaching benchmarks/learning goals.</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Utilize Contract for Excellence funding to pay teachers per session and to facilitate workshops on how to monitor student progress.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Student assessment data (Rigby, ECLAS, daily assessments) and learning goals(all students) are tracked on a daily basis to ensure students are progressing both academically and socially.</p>

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>At least 80% of students (Kindergarten through 4) will move no less than two levels in Rigby by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>1. Positions for Grade Leaders</b></p> <p>Each grade will have a designated grade leader (posting in June of 2010); AUSSIE Consultants will be providing SMART Goal training for all identified Grade Leaders. Grade Leaders will collaborate with teachers on each grade to ensure students in all classes have development goals for each content area and that these goals are monitored and assessed throughout the year.</p> <p><b>2. Share and discuss results with staff at inquiry and grade level meetings</b></p> <p>Analysis of student data and next steps will be established at inquiry and grade level meetings (September 09 – June 10). Grade leaders (all) will be a part of inquiry team and will expand inquiry work to grade level meetings. This process (inquiry) will also be used to establish and evaluate learning goals. Support will be provided by AUSSIE consultants.</p> <p><b>3. Align extended day, after school programs and Saturday Academy to meet individual needs and enrich learning</b></p> <p>Extended day, after school, and Saturday Academy programs will promote literacy growth by providing students with the opportunity to work 1:1 with teachers or in small groups (4-5 students). Activities will center on preparation for the ELA exam during extended day and clubs such as newspaper and book clubs during after school.</p> <p><b>4. Prepare staff to utilize a Balanced Literacy Approach to teaching Literacy with DI as a supplement for remediation for the upcoming school year.</b></p>

	<p>Professional development to support teachers in deepening their understanding of the components and philosophy of a Balanced Literacy Approach and the workshop model for both reading and writing. Development of a Guided Reading lab-site where teachers can see strong guided reading practice on a daily basis. Administrators will develop a visual tracking system of students reading levels and engage in data analysis with teachers. Plan and implement a curriculum development retreat for grade leaders in the spring. Implement Saturday curriculum planning days to allow further time and support towards developing consistency in our literacy approach across the grades. Purchasing additional literacy materials to support a Balanced Literacy approach specifically in guided reading.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>\$89,793.00 Contract for Excellence funding designated as per session funds- will be used to pay teachers for after school and Saturday Academy programs(to include parent workshops) \$51,122.00 TL ASD to be utilized for PD and materials for our ASD staff members as well pay per session for mandated weekly team meetings.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Ongoing – specified above</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	12	10	0	0	2	0		
1	10	12	0	0	3	2		
2	9	9	9	9	3	1		
3	11	11	11	11	1	0		
4	10	10	10	10	2	0		
5								
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><b>Description:</b> Provide a brief description of <b>each</b> 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><b>ELA:</b></p>	<p>During the instructional day, students benefit from push in support taking place during the literacy block. AIS providers work with small groups of children during guided reading and Direct Instruction/Reading Mastery groups. Many also receive 1:1 intervention from AIS providers and Reading Recovery Teachers who work with students on all grade levels who are at risk. Many students also receive 1:1 and small group intervention during extended day/after school programs, and Saturday Academy which takes place from January -May.</p>
<p><b>Mathematics:</b></p>	<p>Many AIS providers push-in to support classroom teachers during the math block as well (especially on testing grades). As part of the intervention programs that are mentioned above, we have built in a strong math component. Teachers use half of the time allotted to work with students to build knowledge of basic facts and strengthen higher order thinking. As previously stated, many students also receive 1:1 and small group intervention during extended day/after school programs, and Saturday Academy which takes place from January -May. V Math has been an essential component of our intervention program in math.</p>
<p><b>Science:</b></p>	<p>In addition to the State mandated periods of science instruction students our AIS providers push into the classrooms to provide the students with academic support in this area. They provide small group instruction focused on social studies content and skills improvement. Students also visit our science lab on a weekly basis working with our Science Cluster teacher to continue their experiments and investigations.</p>
<p><b>Social Studies:</b></p>	<p>In addition to the State mandated periods of social studies instruction our AIS providers push into the classrooms to provide the students with academic support in this area. They provide small group instruction focused on social studies content and skills improvement. A Social Studies Cluster teachers also provide all classes with an additional social studies instructional period each week.</p>

<b>At-risk Services Provided by the Guidance Counselor:</b>	Guidance Counselor provides small group counseling to students identified by teachers and administrators and as mandated by students' IEPs. Students are assisted in learning how to deal with personal issues including school, friends, family, and health concerns. She helps them express their feelings and find positive solutions to any issues that arise.
<b>At-risk Services Provided by the School Psychologist:</b>	The school psychologist offers clinical services, agency referrals and education, social and personal services during the school day on an as needed basis to at-risk students. This service will identify emotional, social and neurological factors that impeded on student performance and provide prescriptive measures that address student needs by suggesting additional student support services.
<b>At-risk Services Provided by the Social Worker:</b>	The social workers will provide counseling services to at-risk students during the school day, one period a week or more frequently if needed. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress. Services are available in both English and Spanish to accommodate.
<b>At-risk Health-related Services:</b>	In addition to our Guidance Counselor and Social Worker providing health related at-risk services during the school day as needed to any students identified by teachers or administrators we also have a full serviced clinic (Morris Heights) on the grounds of our school campus that assists students in learning how to cope with health related issues such as obesity, diabetes, asthma, allergies, etc.



# PS 396

## Language Allocation Policy

2010-2011

1) The identifying process for ELL's begins at registration. When a parent enrolls their child at P.S. 396, they are given a Home Language Identification Survey (HLIS) to complete. The oral interview as well as the formal assessment is administered by our ESL trained and state certified teacher or Bilingual School Guidance Counselor. This process helps us identify the family's home language background, and allows us to determine the child's eligibility to receive ESL services at our school. Most of the questions are derived from the Home Language Identification Survey.

After the HLIS and oral interview are conducted and another language other than English and Spanish is determined, the student will be given the LAB-R within the first 10 days they are in school. The results of the LAB-R will be analyzed to determine the child's English proficiency level and program placement. If the student fails the Lab-R and they are a Spanish speaker, they are given the Spanish-LAB. In the spring, all eligible students will take the NYSESLAT. We utilize the NYSESLAT data results to develop differentiated instructional lessons to accommodate the child's language needs. As noted below, the parents are administered the EPIC, which is an orientation video that describes each program that is offered to the ELL population of students. In addition, the initial screening, the administering of the HLIS, and the Lab-R, are conducted by the following personnel:

- Guidance Counselor- Ovdulia Karamanos( certifications include ESL, Bilingual Guidance Counselor)
- ESL Teachers(2)- Kiew Steshenko & Helene Sacher-both certified in teaching ESL
- Myrna Mendez- Testing Coordinator

2) We at P.S 396 view our school as a nurturing and supportive environment where administrators, teachers, staff, all work together to ensure that parents understand all of our educational programs that we have at our school, and in this case our ESL and Transitional Bilingual Program(Pre-K only). Some of the ways we try and educate the parents about our programs are through events such as:

- Open School Night

- Monthly Principal/Parent Morning Breakfast Meeting & Parent Association Meeting
- Dinner with the Principal/Staff
- Parent Teacher Conferences
- Meetings with our Family Worker and Parent Coordinator
- Various parent workshops and curriculum events
- Parent interviews/HL Survey/DVD from EPIC kit
- Initial intake process/registration
- Our Family Worker will provide outreach by conducting home visits for those parents who do not attend any of our offered events

3) To ensure that entitlement letters are distributed and Parent Surveys and Program Selection forms are returned, we utilize a team approach. Our Parent Coordinator, P.T.A., President, School Aids, and Family Worker all work cooperatively together to ensure that this process is conducted in an efficient manner. We found that the most efficient way to collect all of these forms is through our parent conference nights. If we are unsuccessful in collecting all of these forms through our parent conferences, outreach will be made by phone calls or home visits. The forms are stored in a file in the main office, accessible to teachers as needed.

4) Once the student is identified as an ELL through the registration process (HLIS, Lab-R, Spanish-LAB, EPIC, oral interviews), the parent is then notified and the student is placed. Once the student is placed, they will receive ESL services.

5) After reviewing the Parent Surveys, and program selection forms of the last few years, the results indicate that parents are in favor of a monolingual setting with ESL services for students.

6) The program models offered at the school align with what parents want for their children (through the parent surveys) When parents are offered other schools with different programs as mandated by Commissioners Regulation Part 154, 100% of parents stay at P.S. 396. Parents of the PS 396 School community want their children to be immersed with as much English instruction as possible throughout the school day. The children are placed in the appropriate academic and social setting to ensure their overall success. They are placed in a classroom with a Common Branch teacher, and receive push-in support from a highly qualified ESL Certified Instructor. In addition, the majority of our classrooms are staffed with a Paraprofessional that speaks both English and Spanish. To ensure the child receives continuous success, their reading, writing, speaking, and math skills are being assessed on a daily basis to determine the appropriate level of support the child needs. Lastly, to help these children with this process, they are offered pull-out/push-in ESL services.

### **Program and Scheduling Information**

1a) Current ELL programs include ESL (pull-out and push-in) and an afterschool and Saturday Academy program.

Students in the ESL push-in/pull-out program receive instruction in English according to the mandates prescribed by Commissioner's Regulation Part 154. The students who are in the TBE Pre-K Program receive instruction in English and Spanish according to level achieved by students.

In addition we offer parents in the Title III ESL program an opportunity to receive instructional classes in English, which focus on developing English language skills using ESL methodologies.

The goals of the ESL program are as follows:

- The TBE program will develop proficiency in the first language while developing second language proficiency simultaneously (Pre-K only).
- To achieve English language proficiency within three years through assessment driven instruction, differentiated instruction and additional extended day, after school and Saturday programs.
- Incorporate ESL methodologies across all content areas- math, literacy, social studies and science.
- To improve achievement on the NYS Exams for students and promote academic growth of 12-18 months.
- To improve English language proficiency and build academic language for parents and their children.
- To provide parents with strategies so that they are better able to support instruction at home.
- To make parents aware of the school's instructional goals.

1b) The program uses a heterogeneous model of instruction with students of all levels of English integrated within the general student population.

2) ESL instruction for ELL students are required by CR Part 154-our staff are well aware of the regulations and mandates and are in 100% compliance with the mandates.

- Beginning and Intermediate-360 minutes per week during the school day using ESL Methodology.
- Advanced-190 minutes a week in Literacy and /or Mathematics using ESL Methodology.

2a) ESL Program- At P.S. 396 the ESL program staff will work diligently to ensure academic success for all of our ELL students in monolingual classes. Our ESL teachers will ensure that students will be served flexibly, either on a push-in or pull-out situation depending on their needs. We will use a variety of materials in English that are similar with what the children use in their classroom. ESL teachers also work cooperatively with the child's classroom teacher on a regular basis to discuss the student's progress. In addition, for some students, we use a push-in model which decreases travel time between classrooms-maximizing ELL students time on task. Each one of the models ESL Beginning & Intermediate receive 360 minutes of push-in/pull-out instruction a day utilizing ESL Methodologies. Advanced levels receive 190 minutes dayl utilizing ESL Methodology for ELA, ands Math.

**Example of school schedule for Beginning Level ESL students:**

Monday-Friday Pull-out and Push-in sessions are conducted in all subject areas to meet the required instruction mandates for each content area.

8:10-9:00 Math  
9:00-9:53 Literacy:Word Works/Guided Reading  
9:53-10:46 Reading: DI  
10:49-11:39 Writing/SS  
11:42-12:32 Math  
12:35-1:25 Lunch  
1:28-2:18 Science

3) The content areas are delivered in English with some small group native language support bassed on student need with Spanish instructional materials to support the child's learning experiences. ESL teachers they said they utilize a sheltered English approach.

4) Differentiation of instruction is implemtned in all content areas of instruction and all students have equal access to education opportunities.

- At this time there is no SIFE.
- ELL's that have been at our school for less than 3 years are afforded the opportunity to receive instruction in differentiated learning groups. In addition students who were former ELLL will be afforded the opportunity to have testing modifications to meet their individual needs(extended testing time). Differentiated instruction is embedded in the following programs/interventions:

- Students have language goals/objectives (as well as content objectives). These goals are created in a cooperative manner between the classroom and ESL teacher.
  - Foundations (K-1): Focuses on phonic awareness/word recognition
  - DI/Reading Mastery: Targeted small group reading intervention which centers on improvement in specific areas of need and is based on the student's instructional level.
  - Voyager Math Program: Online skill building program which allows students to complete a variety of tasks at his/her independent level. The program also tracks individual progress.
  - Kaplan Online Tutoring (selected ESL students): Online math/ELA tutoring program. Tracks student's progress towards meeting grade level standards.
  - Saturday Academy: For 3rd and 4th grade only.
  - AIS (Push-in and pull-out).
- c) The plan for ELLS receiving services from 4-6 years will be offered AIS, differentiated learning, and after school instruction to meet their needs.
  - d) At this time we have no long term ELL's(completed 6 years)
  - e) The needs for ELL's with special needs (IEP's) are addressed by collaboration between the Special Education, ESL, and SETTS teachers.
- All instruction is differentiated in accordance with the child's needs and is always data driven.
5. P.S. 396 has established targeted intervention programs for ELL's in ELA, Math, and other content areas. Both our extended time and our AIS program target ELL's and other students in need of support in both reading and math. Teachers are also differentiating instruction within their classroom for our ELL population. In addition, all of the programs and interventions listed in question 4b are also utilized to service the needs of our ELL students. Moreover, these programs and interventions are delivered in both English and Spanish.
  6. For students that reach proficiency on the NYSESLAT, we will continue supporting them in the content area by tailoring instruction to meet their individual needs, including test modifications(extended testing time).
  7. There are no plans at this point to add any new programs for our ELL program.
  8. We do not plan to discontinue and programs/services for our ELL population of students.

9. At P.S. 396 ELL's are afforded equal access to all programs. In addition to our regular and extended instructional days we offer Kaplan Tutoring Services, Saturday Academy, and an after-school program that targets the ELL students' instructional needs.
10. There is a wide range of supplemental instructional materials available for use. In ELA, there is the DI/Reading Mastery Reading program and Kaplan Learning for Language Arts. For Math we utilize Everyday Mathematics along with Everyday Games on the computer, V-Math computer software, and Kaplan Learning for Mathematics. In Science, we use Harcourt Science including videos to help support our instruction. Everyday Math and Harcourt Science are available in Spanish.
11. The Native language component is supported in a variety of ways. With the classroom, ESL room, and library we have a variety of books in both English and Spanish. In addition to those supports, content area and Native Language is taught within our TBE classroom (Pre-K only). Small group native language instruction is provided to students in grades K-4 as needed to support their transition and second language acquisition. In addition, each classroom has a certified teacher/paraprofessional that speaks both English and Spanish.
12. Required services do support, and resources do correspond to the ELL's age, grade level, and instructional needs. The resources focus on language development,
13. Students have the opportunity to attend summer support programs.
14. There are no language electives at this time.

### **Professional Development and Support for School Staff**

- 1) During the 2010-2011 school year, all of our staff including ELL personnel receive ongoing professional development to help promote the teaching learning process. We utilize Thursday's extended day piece all throughout the school year as professional development days. The focus of these PD sessions is centered around teaching literacy and math, that includes teaching these subjects to ELL learners. In addition, our teachers meet on a weekly basis with grade leaders to discuss students progress as well as look at analyzing data. Data is also analyzed with our teachers participating in Inquiry work. In addition, our Title III teachers will receive PD and support from AUSSIE consultants and grade leaders during the contractual day (preparatory periods, extended day) This support will begin in September 2010 and will continue through June 2011. In addition, our ELL staff members will partake in the ELL Institute (a two day workshop that promotes ESL strategies) offered by the DOE.
- 2) In addition, teachers will be supplied with NYSESLAT preparation materials, Kaplan Test Companion, Kaplan Advantage, and Voyager Math (Grades 3-4)
- 3) For students that are transitioning from elementary to middle school, our staff is afforded the opportunity to participate in outside professional development, and work very closely with our AUSSIE Consultants which teaches them how to prepare

our students for the transitional period. In addition our guidance counselor is working with both students and parents to help them make the transition.

- 4) Training has been offered throughout the year to fulfill the 7.5 hours of ELL training. One such training is the two day ELL Institute.
- 5) Training dates/PD opportunities are TBD.

### **Parental Involvement**

1) We at PS 396 afford the parents multiple opportunities to play an active role in their child's education. Listed below are the following ways we are strengthening the ties between the child's home and school:

- Student progress report will be sent home to parents.
- Monthly letter to parents which will include a calendar of events.
- Open School Night
- Monthly Principal/Parent Morning Tea & Parent Association Meetings
- Parent ARIS log-on information
- Dinner with the Principal/Staff
- School Parent Compact
- Notes from teachers and parent communication logs
- School website to be used to communicate with parents
- ASD NEST Parent Meetings
- Parent Teacher Conferences
- Open Door Policy
- Participating at the SLT Meetings
- Various parent workshops and curriculum events
- Parent Survey(LES)
- Morris Heights Medical Clinic health workshops

3) The parent involvement activities that evaluate and address the needs of the parents are ARIS, Home Language Information Survey (HLIS), parent meetings, and the school's survey as well as the school events listed above.

4) Our parent involvement activities(such as the one's listed above) address the needs of the parents through question and answer sessions.

## Reviewing and Analyzing Assessment Data

1) The implications for the PS 396 LAP and instruction are derived from the strengths and needs noted in the NYSELAT and other assessments such as LAB-R, ECLAS, NYS ELA and Math Assessments, teacher assessments, running records, Rigby, and other assessments.

- In the early grades (K-1) the emphasis has been on reading and writing, since listening and speaking (in general) are higher.
- We will provide Academic Intervention Services in the areas of reading and writing.
- We will use and interpret our data to drive instruction.

2) After examining the results in the four modalities we have noted the following patterns:

- School wide, the percentage of students scoring at beginning proficiency levels on the NYSESLAT has steadily climbed over the past three years.
- Nearly half of our students reach proficiency on the NYSESLAT in the upper grades (2-4); these numbers have increased over the course of the three years.

3) Instructional decisions are based on student needs. The results/patterns across the NYSESLAT modalities(reading/writing and listening/speaking, will be used to differentiate instruction to accommodate the students individual learning styles.

4a) After examining the results of the NYSESLAT and its modalities, it is apparent that students are advancing in listening, speaking, reading, and writing as they move up in the grades. The patterns of proficiency vary across the grades. These patterns are monitored to evaluate the student's needs and to help drive our instruction. We as a school analyze student data within our professional learning teams(AIS, Grade Level Meetings, and Inquiry Team).

4b) The results of the periodic assessments are used by the teachers and administrators to help plan and target instruction to meet the individual needs of each ELL student. Administration is highly involved with the academic learning teams(AIS, Inquiry, and Grade Level Meetings ) to analyz student data and make decisions of how to best support the students academic and social development.

4c) Over the past few years the school is learning that the ELL students are becoming more proficient in the areas of reading, writing, speaking, listening, math, and science while taking the test in English.. This is the result of our approach to the teaching/learning process-targeting instruction to meet the individual needs of our students. Lastly, to help foster the individual needs of our ELL students, they sometimes (depending on the student) receive instruction in both English and their Native Language (in this case Spanish).

5) We do not have a dual language program at PS 396.

6) The results of the NYSESLAT and periodic assessments will be used to evaluate the success of our programs.

Please note that our students at PS 396 do not take the Native Language Reading Test as we do not have a bilingual or dual language program.

Our Language allocation policy accommodates students at all levels of language development by providing students multiple options to acquire content area subjects. Students receive instruction in English for all subject areas. Content areas subject are differentiated by the use of ESL methodology and adjusting language and vocabulary and sometimes the language of instruction to explain and enhance content area instruction. All instruction will meet or exceed NYS performance standards.

Students at the Beginning and Intermediate levels receive 360 minutes a week of ESL instruction. Students at the Advanced levels will receive 180 minutes of ESL instruction as mandated by CR Part 154 as measured by the NYSELAT and LAB-R score. Our ESL model insures that all instruction is structured and strives to achieve academic success for all students. PS 396 believes that all children are entitled to a quality education that is academically rigorous and meets individual needs. Lessons vary in length and structure depending on the needs of students. Students at the advanced level require less scaffolding of lesson than those at the advanced and students at the Intermediate and Beginning level require less scaffolding. We will center our instruction around reading and writing using speaking and listening (strengths of our students) as a springboard to reading and writing (weaker areas as measured by the NYSELAT).

### **Program Model Description**

(Pre K only)TBE Program- Our Transitional bilingual Program as with the ESL program will follow CR Part 154 mandates. As with the ESL program the PS 396 TBE program will ensure strong academic achievement and deliver differentiated instruction according to the needs of our children. It is suggested that the TBE for Pre Kindergarten be 60% Spanish and 40% English to begin.

## Assessment Analysis 10-11

Level	K-1	2-4	All
<b>Beginner</b>	<b>99%</b>	<b>28%</b>	<b>54.5%</b>
<b>Intermediate</b>	<b>1%</b>	<b>44%</b>	<b>29.5%</b>
<b>Advanced</b>	<b>0%</b>	<b>28%</b>	<b>15.9%</b>
<b>Proficient</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>

## Content Area Grades 3 and 4

### ELA Grade 3

Year	Level 1	Level 2	Level 3	Level 4
2008-2009	18%	53%	27%	2%
2009-2010	10%	50%	25%	15%

### ELA Grade 4

Year	Level 1	Level 2	Level 3	Level 4
2008-2009	20%	40%	40%	0%
2009-2010	12.2%	51.2%	36.6^	0%

### Math Grade 3

Year	Level 1	Level 2	Level 3	Level 4
2008-2009	8%	15%	71%	6%
2009-2010	5.3%	18.4%	47.4%	28.9%

### Math Grade 4

Year*	Level 1	Level 2	Level 3	Level 4
2008-2009	0%	25%	75%	0%
2009-2010	0%	28.8%	50%	21.7%

# SAMPLE STUDENT SCHEDULE 2010-2011 (ESL)

ESL Program Type:     \_\_\_ Free-Standing   \_\_\_ Push-in     \_\_\_X\_\_\_ Pull-out  
 Indicate Proficiency Level:     \_\_\_X\_\_\_ Beginning     \_\_\_ Intermediate     \_\_\_ Advanced

School District: \_\_\_ 10x \_\_\_\_\_                      School Building: \_\_\_ 396 \_\_\_\_\_

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:10 To: 9:00	Subject (Specify)  Math	Subject (Specify) Literacy Block	<b>Subject (Specify)</b>  <b>Writing (ESL Push-In)</b>	Subject (Specify)  Ballroom	Subject (Specify)  Literacy Block Guided Reading Word Work
<b>2</b>	From: 9:00 To: 9:53	Subject (Specify)  Literacy Word work Guided reading	Subject (Specify)  Math	<b>Subject (Specify)</b>  <b>Reading</b>	Subject (Specify) Math	Subject (Specify)  Literacy Reading DI
<b>3</b>	From: 9:53 To: 10:46	Subject (Specify)  Reading DI	Subject (Specify)  Word work Guided Reading	<b>Subject (Specify)</b>	Subject (Specify)  Math	Subject (Specify) Writing
<b>4</b>	From: 10:49 To: 11:39	Subject (Specify)  Writing/S.S.	Subject (Specify)  Reading DI (ESL (Pull-Out))	<b>Subject (Specify)</b>  <b>Math (ESL Pull-Out)</b>	Subject (Specify)  ESL(Pull-Out)  Guided Reading Writing	Subject (Specify)  ESL(Pull-Out)  S.S.
<b>5</b>	From: 11:42 To: 12:32	Subject (Specify)  Math	Subject (Specify) Writing/Science	Subject (Specify)  Science	Subject (Specify)  S.S. Reading DI	Subject (Specify)  Math
<b>6</b>	From: 12:35 To: 1:25	Subject (Specify)  Lunch	Subject (Specify)  Lunch	Subject (Specify)  Lunch	Subject (Specify)  Lunch	Subject (Specify)  Lunch
<b>7</b>	From: 1:28 To: 2:18	Subject (Specify)  Science	Subject (Specify)  PE	Subject (Specify)  Art	Subject (Specify)  PE	Subject (Specify)  Science

# SAMPLE STUDENT SCHEDULE 2010-2011 (ESL)

ESL Program Type:     \_\_\_ Free-Standing   \_\_\_ Push-in     \_\_\_X\_\_\_ Pull-out  
 Indicate Proficiency Level:     \_\_\_X\_\_\_ Beginning     \_\_\_ Intermediate     \_\_\_ Advanced

School District: \_\_\_ 10x \_\_\_\_\_                      School Building: \_\_\_ 396 \_\_\_\_\_

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:10 To: 9:00	Subject (Specify)  Math	Subject (Specify) Literacy Block	<b>Subject (Specify)</b>  <b>Writing (ESL Push-In)</b>	Subject (Specify)  Ballroom	Subject (Specify)  Literacy Block Guided Reading Word Work
<b>2</b>	From: 9:00 To: 9:53	Subject (Specify)  Literacy Word work Guided reading	Subject (Specify)  Math	<b>Subject (Specify)</b>  <b>Reading</b>	Subject (Specify) Math	Subject (Specify)  Literacy Reading DI
<b>3</b>	From: 9:53 To: 10:46	Subject (Specify)  Reading DI	Subject (Specify)  Word work Guided Reading	<b>Subject (Specify)</b>	Subject (Specify)  Math	Subject (Specify) Writing
<b>4</b>	From: 10:49 To: 11:39	Subject (Specify)  Writing/S.S.	Subject (Specify)  Reading DI (ESL (Pull-Out))	<b>Subject (Specify)</b>  <b>Math (ESL Pull-Out)</b>	Subject (Specify)  ESL(Pull-Out)  Guided Reading Writing	Subject (Specify)  ESL(Pull-Out)  S.S.
<b>5</b>	From: 11:42 To: 12:32	Subject (Specify)  Math	Subject (Specify) Writing/Science	Subject (Specify)  Science	Subject (Specify)  S.S. Reading DI	Subject (Specify)  Math
<b>6</b>	From: 12:35 To: 1:25	Subject (Specify)  Lunch	Subject (Specify)  Lunch	Subject (Specify)  Lunch	Subject (Specify)  Lunch	Subject (Specify)  Lunch
<b>7</b>	From: 1:28 To: 2:18	Subject (Specify)  Science	Subject (Specify)  PE	Subject (Specify)  Art	Subject (Specify)  PE	Subject (Specify)  Science

# SAMPLE STUDENT SCHEDULE 2010-2011 (ESL)

ESL Program Type:     \_\_\_ Free-Standing   \_\_\_ Push-in     \_\_\_X\_\_\_ Pull-out  
 Indicate Proficiency Level:     \_\_\_X\_\_\_ Beginning     \_\_\_ Intermediate     \_\_\_ Advanced

School District: \_\_\_ 10x \_\_\_\_\_                      School Building: \_\_\_ 396 \_\_\_\_\_

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<b>2</b>	From: 9:00 To: 9:53	Subject (Specify)  Literacy Word work Guided reading	Subject (Specify)  Math	<b>Subject (Specify)</b>  <b>Reading</b>	Subject (Specify) Math	Subject (Specify)  Literacy Reading DI
<b>3</b>	From: 9:53 To: 10:46	Subject (Specify)  Reading DI	Subject (Specify)  Word work Guided Reading	<b>Subject (Specify)</b>	Subject (Specify)  Math	Subject (Specify) Writing
<b>4</b>	From: 10:49 To: 11:39	Subject (Specify)  Writing/S.S.	Subject (Specify)  Reading DI (ESL (Pull-Out))	<b>Subject (Specify)</b>  <b>Math (ESL Pull-Out)</b>	Subject (Specify)  ESL(Pull-Out)  Guided Reading Writing	Subject (Specify)  ESL(Pull-Out)  S.S.
<b>5</b>	From: 11:42 To: 12:32	Subject (Specify)  Math	Subject (Specify) Writing/Science	Subject (Specify)  Science	Subject (Specify)  S.S. Reading DI	Subject (Specify)  Math
<b>6</b>	From: 12:35 To: 1:25	Subject (Specify)  Lunch	Subject (Specify)  Lunch	Subject (Specify)  Lunch	Subject (Specify)  Lunch	Subject (Specify)  Lunch
<b>7</b>	From: 1:28 To: 2:18	Subject (Specify)  Science	Subject (Specify)  PE	Subject (Specify)  Art	Subject (Specify)  PE	Subject (Specify)  Science

**Section III. Title III Budget**

School: PS 396 BEDS Code: 3121000010396

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$5051.00	100 hours of per session for ESL and General Ed teacher to support ELL Students: 100 hours x \$49.89 (current teacher per session rate with fringe) = \$5051.00
<b>Purchased services</b> - High quality staff and curriculum development contracts.	\$5,000.00	Consultant, Rosa Delgado from Ed Consortium, working with teachers and administrators 5 days towards the development of curriculum enhancements
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$2500.00	NYSESLAT readiness supplementary materials to be used in the afterschool program.
<b>Educational Software (Object Code 199)</b>	\$500.00	Online literacy support program to be used by students during the afterschool program.
<b>Travel</b>		
<b>Other</b>	\$ 1949.00	Parent support- workshops, materials, supplies
<b>TOTAL</b>	\$ 15000.00	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

#### *Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

---

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

Translation needs have been the subject of discussion on several occasions at our "Dinner with the Principal" meetings to which parents are encouraged to attend. Feedback from these meetings is used to develop school wide policies around such issues. Information communicated to our parent coordinator and various parent satisfaction surveys help us to shape policies around translation availability as well. In short, we determine primary home language through a parent interview process which includes the administering of a home language survey. This information is then kept on file in the main office and recorded in ATS and the emergency card.

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.

Our school has numerous staff members available at all times to communicate with parents in both English and Spanish. Several staff members (our guidance counselor, school librarian, parent coordinator) are always available to complete written translations of letters or parent flyers. We designate several staff members as well to translate during the school day (when needed) and during parent events. General findings suggest that both parents and staff are satisfied with the school's ability to provide such services as needed.

#### **Part B: Strategies and Activities**

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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.

Based on the needs assessment, all written information sent home is sent in both English and Spanish as they are only home languages spoken by students and parents (as evidenced by home language surveys). As previously mentioned, staff members are available to translate letters or other information that needs to be sent home at all times. Both parents and staff member know (through our discussions) that any information that needs to be conveyed to the child's home needs to accommodate the parents language that is spoken at their home.

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

Translation services (all) are provided by in-house staff and are available at all times.

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>.

Parents are given Bill of Parent Rights and Student Discipline Code in both English and their native language. In addition, we have a parent bulletin board with important documents in both English and Spanish. Information is also available to let parents know to go if they speak another language other than English and Spanish.

**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:	227,884	42,818	270,700
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,278	2,278	2,278
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	11,394	*	
4. Enter the anticipated 10% set-aside for Professional Development:	22,788	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year: 100%
6. If the percentage of high quality teachers during 2010-2011 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 ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.



## P.S. 396

**1930 Andrews Ave. Bronx, NY 10453**

Tel: (718) 294-1134  
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Nicole A. Tiné, Principal

### **PS 396 PARENTAL INVOLVEMENT POLICY: 2010 - 2011**

#### **PART I - GENERAL EXPECTATIONS\_**

PS 396 agrees to implement the following statutory requirements:

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

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

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

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

1. **PS 396** will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- *Local Educational Agency Plans* of the ESEA:
2. **PS 396** will take the following actions to involve parents in the process of school review and improvement under Section 1116- *Academic Assessment and Local Educational Agency and School Improvement* of the ESEA: School Leadership Team Meetings, Monthly parent meetings (PA meetings, “Dinner with the Principal”), Title III Program, Curriculum Nights/Open School Days, Informal Conferencing.
3. **PS 396** will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs: Pre Kindergarten Program, Title III programs, (other) Parent Involvement Programs
4. **PS 396** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
5. **PS 396** will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - The school will provide assistance to parents in understanding topics listed below:
    - the State’s academic content standards;
    - the State’s student academic achievement standards;
    - the State and local academic assessments including alternate assessments;
    - the requirements of Title I, Part A;
    - how to monitor their child’s progress; and
    - how to work with educators.

- The school will provide materials and training to help parents work with their children to improve academic achievement in the areas of literacy training and use of technology through our Title III program which will (in part) on helping parents utilize computer technology.
- The schools will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners. We will work to implement and coordinate parent programs and build ties between parents and schools through the following activities: School Leadership Team Meetings, monthly parent meetings, Title III Program, Curriculum Nights/Open School Days, Informal Conferencing
- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Pre-Kindergarten Program, Title III program, and conduct and/or encourage participation in other activities as well.
- The school will take the following actions to ensure that information related to the school and parent programs (meetings and other activities) is sent to the parents of Title I participating children in an understandable and uniform format (including alternative formats upon request). – translators, written information sent home in English and Spanish

### **PART III DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

Other activities may include:

- involving parents in the development of training for teachers, principals, and other educators to improve effectiveness.
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training.
- paying reasonable and necessary expenses associated with parental involvement activities (including transportation and child care costs) to enable parents to participate in school-related meetings and training sessions.
- training parents to recruit additional volunteers and increase community involvement.
- maximizing parental involvement through participation in their children’s education, school meetings, and in-home conferences with teachers or other educators who work directly with participating children (parents who are unable to attend those conferences at school).
- adopting and implementing model approaches to improving parental involvement.
- participating in a District Parent Advisory Council to provide advice on all matters related to parental involvement in Title I, Part A programs.

- developing appropriate roles for community-based organizations and businesses, (including faith-based organizations) in parental involvement activities; and
- providing other reasonable support for parental involvement activities under *Section 1118- Parental Involvement* (as parents may request).

The School Parental Involvement Policy/School-Parent Compact was developed using collaboration with parents of children participating in Title I, Part A programs as evidenced by the creation of the current PS 396 CEP and School Compact.

This policy was adopted by **PS 396** on **11/1/10** and will be in effect for the period of 6/28/11. The school will distribute this policy to all parents of participating Title I, Part A children on or before 10/30/10.

Nicole A. Tiné, Principal



01/28/11  
(Date)

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: School-wide Program (SWP) Required Components

**Directions:** Describe how the school will implement the following components of a School-wide 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.

Through the Parent and Teacher surveys and conversations with the school community through the School Leadership Team, grade meetings, Inquiry meetings and Parent Association meetings, we are able to assess the needs of the students in relation to the State academic content and academic achievement. Data is collected and reviewed regularly to insure that the students are meeting the academic standards in relation to the State academic content. Data is collected through the school report card, surveys, analyzing the results of state assessments in ELA, Math, Science and Social Studies, Interim Assessments, Rigby benchmark assessment and reading levels, collection of writing samples, Everyday Math assessments, teacher created assessments, observation, conferences, and student work assessed using rubrics designed by our teachers.

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

Pages 14-39.

3. Instruction by highly qualified staff.

100% of our staff is highly qualified as per the NCLB/SED definition. Administration regularly observes teaching staff both formally and informally and provides feedback and the appropriate assistance through pre and post observation conferences and reflections.

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 School-wide Program to meet the State's student academic standards.

All of our teachers are engaged in on-going professional development. A minimum of 10% of our Title I SWP funding is used for professional development purposes. Professional development will be aligned with the State and City standards. We provide staff development in using effective methods and instructional practices that are based on scientifically based research, and that strengthen the core academic program in meeting the students' needs. Collaborative professional development will occur every other week through our grade level common planning sessions as well as ELL and Special Education common planning sessions and through weekly PD sessions during extended day. Aussie consultants work with our teachers weekly in both Literacy and Mathematics and grade leaders attend Aussie Math Days and turnkey information during common planning sessions. In addition, teachers attend off-site professional development through the DOE professional development offerings and other professional workshops that are available through various support organizations. Professional books and materials are purchased for all staff members that align with their teaching area.

Additional information can be found on Pages 14-18 & 23-39.

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

We have formed strong relationships with local colleges and universities including NYU & Hunter College. These institutions refer many teaching candidates to us including student teachers whom we later hire. We also offer a range of programs (ASD Nest, PBIS) and a variety of PD opportunities to all of our teachers which helps attract highly qualified candidates. We regularly receive resumes and a hiring committee is formed

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

Pages 41-45.

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.

Pre Kindergarten teachers will have the opportunity to plan for next year's cohort along side of Kindergarten teachers at combined block grade level meetings this spring. This will help with the transition process for these students.

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

We have a school wide assessment calendar which guides teachers through this process.

Teachers are integral in the decisions regarding the achievement of individual students, overall instructional program and assessments.

The following structures are in place at PS 396 to support this process:

- Weekly common planning sessions
- Weekly Professional development sessions
- Student & Teacher Goal setting, mid-year reviews and end-of-year meetings with the assistant principals and principal
- Discussions during formal observation pre and post conferences
- School-wide Inquiry Team with grade leaders that share results and best practices with staff to inform instructional priorities
- The Data Specialist provides professional development on the use of ARIS and other instructional tools to provide the data needed for instruction and academic interaction
- Teachers collect and analyze data that is all stored online and used to make curricular decisions and for planning purposes. Data includes but not limited to, observations, benchmark samples, and informal and formal assessments. Work is assessed using a grade specific and subject specific rubrics developed by teachers during common planning sessions. Online data is accessed and reviewed periodically by administration

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.

pages 14-18, 21-22, & 23-39.

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

The Principal, Assistant Principals, Guidance Counselor, and Parent Coordinator coordinate all supplementary programs to meet the needs of our community based on needs assessments conducted by the Parent Association and School Leadership Team.

## 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 School-wide 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 school-wide 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 School-wide Program, the amount each program contributes to the consolidated School-wide 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” <sup>1</sup> Consolidated in the School-wide Program (✓)			Amount Contributed to School-wide 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 <sup>2</sup> 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	✓			\$227,884	✓	
Title I, Part A (ARRA)	Federal	✓			\$42,816	✓	
Title II, Part A	Federal	✓			\$198,220	✓	
Title III, Part A	Federal	✓			\$15,000	✓	
Title IV	Federal			✓			
IDEA	Federal	✓			\$152,728	✓	
Tax Levy	Local	✓			\$4,317,284	✓	

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Reminder:** To consolidate funding in a School-wide 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 School-wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School-wide Program without regard to the identity of those funds. Most School-wide 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 – School-wide 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.

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

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

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

*This 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:** \_\_\_\_\_ **SURR<sup>3</sup> 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.

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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.

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

## **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>

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### **Part A: FOR TITLE I SCHOOLS**

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

At PS 396 we currently have 8 Students in Temporary Housing.

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

The Students in Temporary Housing will receive equal access/opportunity to **all** instructional programs within the PS 396 school community. In addition, the (STH) will work closely with our (CBO) to ensure they are receiving all necessary medical care...including counseling services. We have also utilized the Title 1 monies to provided professional development to our staff members as well as using the monies for parental involvement opportunities.

### **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**

<b>School Name:</b>	P.S. 396					
<b>District:</b>	10	<b>DBN:</b>	10X396	<b>School</b>		321000010396

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	36	35	35		92.1	92.4	92.7
Kindergarten	39	46	51				
Grade 1	35	43	49	<b>Student Stability - % of Enrollment:</b>			
Grade 2	46	38	49	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	41	40	33		90.9	87.6	88.3
Grade 4	57	46	41				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		89.8	92.7	88.8
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		7	17	33
Grade 12	0	0	0				
Ungraded	0	1	1	<b>Recent Immigrants - Total Number:</b>			
Total	254	249	259	(As of October 31)	2007-08	2008-09	2009-10
					3	4	3

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	13	9	4
# in Collaborative Team Teaching (CTT) Classes	43	45	43	Superintendent Suspensions	2	3	1
Number all others	25	18	23				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	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

<b>Number of Staff - Includes all full-time staff:</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# receiving ESL services only	38	35	TBD	Number of Teachers	39	40	42
# ELLs with IEPs	4	9	TBD	Number of Administrators and Other Professionals	9	9	5
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	5	4	10

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	59.0	75.0	76.2
				% more than 5 years teaching anywhere	38.5	42.5	52.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	82.0	88.0	100.0
American Indian or Alaska Native	0.4	0.4	1.2	% core classes taught by "highly qualified" teachers	96.7	100.0	100.0
Black or African American	21.3	23.3	17.8				
Hispanic or Latino	75.2	71.1	77.6				
Asian or Native Hawaiian/Other Pacific	0.8	0.8	0.4				
White	2.4	3.2	2.7				
<b>Male</b>	50.8	54.6	52.5				
<b>Female</b>	49.2	45.4	47.5				

#### 2009-10 TITLE I STATUS

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

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	55.2	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	10.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	11.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	31.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](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 <b>CFN 109</b>	District <b>10</b>	School Number <b>396</b>	School Name <b>Burnside School</b>
Principal <b>Nicole Tine</b>		Assistant Principal <b>Kevin O'Neill</b>	
Coach		Coach <b>Myrna Mendez-Testing Coord.</b>	
Teacher/Subject Area <b>Helene Sacher ESL</b>		Guidance Counselor <b>Duly Karamanos</b>	
Teacher/Subject Area <b>Ana Jackson ESL/AIS</b>		Parent <b>Madeline Echiverra</b>	
Teacher/Subject Area <b>Kiew Steshenko ESL</b>		Parent Coordinator <b>Marylyn Moralis</b>	
Related Service Provider <b>Max Hernandez</b>		Other <b>type here</b>	
Network Leader <b>Maria Quail</b>		Other <b>type here</b>	

### 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	<b>1.5</b>	Number of Certified Bilingual Teachers	<b>3</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>41</b>

### C. School Demographics

Total Number of Students in School	<b>261</b>	Total Number of ELLs	<b>44</b>	ELLs as Share of Total Student Population (%)	<b>16.86%</b>
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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 here

1) The identifying process for ELL's begins at registration. When a parent enrolls their child at P.S. 396, they are given a Home Language Identification Survey (HLIS) to complete. The oral interview as well as the formal assessment is administered by our ESL trained and state certified teacher or Bilingual School Guidance Counselor. This process helps us identify the family's home language background, and allows us to determine the child's eligibility to receive ESL services at our school. Most of the questions are derived from the Home Language Identification Survey.

After the HLIS and oral interview are conducted and another language other than English and Spanish is determined, the student will be given the LAB-R within the first 10 days they are in school. The results of the LAB-R will be analyzed to determine the child's English proficiency level and program placement. If the student fails the Lab-R and they are a Spanish speaker, they are given the Spanish-LAB. In the spring, all eligible students will take the NYSESLAT. We utilize the NYSESLAT data results to develop differentiated instructional lessons to accommodate the child's language needs. As noted below, the parents are administered the EPIC, which is an orientation video that describes each program that is offered to the ELL population of students. In addition, the initial screening, the administering of the HLIS, and the Lab-R, are conducted by the following personnel:

\* Guidance Counselor- Duly Karamanos( certifications include ESL, Bilingual Guidance Counselor)

\* ESL Teachers(2)- Kiew Steshenko & Helene Sacher-both certified in teaching ESL

\* Myrna Mendez- Test Coordinator

2) We at P.S 396 view our school as a nurturing and supportive environment where administrators, teachers, staff, all work together to ensure that parents understand all of our educational programs that we have at our school, and in this case our ESL and Transitional Bilingual Program(Pre-K only). Some of the ways we try and educate the parents about our programs are through events such as:

- Open School Night
- Monthly Principal/Parent Morning Breakfast Meeting
- Dinner with the Principal
- Parent Teacher Conferences
- Meetings with our Family Worker and Parent Coordinator
- Various parent workshops and curriculum events
- Parent interviews/HL Survey/DVD from EPIC kit

Initial intake process/registration

For those parents who do not attend any of our offered events, our Family Worker will provide outreach by visiting the family's home.

3) To ensure that entitlement letters are distributed and Parent Surveys and Program Selection forms are returned, we utilize a team approach. Our Parent Coordinator, P.T.A., President, School Aids, and Family Worker all work cooperatively together to ensure that that this process is conducted in an efficient manner. We found that the most efficient way to collect all of these forms is through our parent conference nights. If we are unsuccessful in collecting all of these forms through our parent conferences, outreach will be made by phone calls or home visits. The forms are stored in a file in the main office, accessible to teachers as needed.

4) Once the student is identified as an ELL through the registration process (HLIS, Lab-R, Spanish-LAB, EPIC, oral interviews), the parent is then notified and the student is placed. Once the student is placed, they will receive ESL services.

5) After reviewing the Parent Surveys, and program selection forms of the last few years, the results indicate that parents are in favor of a monolingual setting with ESL services for students.

6) The program models offered at the school align with what parents want for their children(through the parent surveys) When parents are offered other schools with different programs as mandated by Commissioners Regulation Part 154, 100% of parents stay at P.S. 396. Parents of the PS 396 School community want their children to be immersed with as much English instruction as possible throughout the school day. The children are placed in the appropriate academic and social setting to ensure their overall success. They

are placed in a classroom with a Common Branch teacher, and receive push-in support from a highly qualified ESL Certified Instructor. In addition, the majority of our classrooms are staffed with a Paraprofessional that speaks both English and Spanish. To ensure the child receives continuous success, their reading, writing, speaking, and math skills are being assessed on a daily basis to determine the appropriate level of support the child needs. Lastly, to help these children with this process, they are offered pull-out/push-in ESL services.

## 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	8	11	15	2	8									44
<b>Push-In</b>														0
<b>Total</b>	8	11	15	2	8	0	0	0	0	0	0	0	0	44

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	44	Newcomers (ELLs receiving service 0-3 years)	43	Special Education	6
SIFE	0	ELLs receiving service 4-6 years	1	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	
<b>TBE</b>										0

Dual Language																				0
ESL	43		3				7													43
Total	43	0	3	0	0	7	0	0	0	0	0	0	0	0	0	0	0	0	0	43

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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	8	11	15	2	7									43
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	8	11	15	2	7	0	0	0	0	0	0	0	0	43

# 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.

P1) The identifying process for ELL's begins at registration. When a parent enrolls their child at P.S. 396, they are given a Home Language Identification Survey (HLIS) to complete. The oral interview as well as the formal assessment is administered by our ESL trained and state certified teacher or Bilingual School Guidance Counselor. This process helps us identify the family's home language background, and allows us to determine the child's eligibility to receive ESL services at our school. Most of the questions are derived from the Home Language Identification Survey.

After the HLIS and oral interview are conducted and another language other than English and Spanish is determined, the student will be given the LAB-R within the first 10 days they are in school. The results of the LAB-R will be analyzed to determine the child's English proficiency level and program placement. If the student fails the Lab-R and they are a Spanish speaker, they are given the Spanish-LAB. In the spring, all eligible students will take the NYSESLAT. We utilize the NYSESLAT data results to develop differentiated instructional lessons to accommodate the child's language needs. As noted below, the parents are administered the EPIC, which is an orientation video that describes each program that is offered to the ELL population of students. In addition, the initial screening, the administering of the HLIS, and the Lab-R, are conducted by the following personnel:

- \* Guidance Counselor- Duly Karamanos( certifications include ESL, Bilingual Guidance Counselor)
- \* ESL Teachers(2)- Kiew Steshenko & Helene Sacher-both certified in teaching ESL
- \* Myrna Mendez- Test Coordinator

2) We at P.S 396 view our school as a nurturing and supportive environment where administrators, teachers, staff, all work together to ensure that parents understand all of our educational programs that we have at our school, and in this case our ESL and Transitional Bilingual Program(Pre-K only). Some of the ways we try and educate the parents about our programs are through events such as:

- Open School Night
- Monthly Principal/Parent Morning Breakfast Meeting
- Dinner with the Principal
- Parent Teacher Conferences
- Meetings with our Family Worker and Parent Coordinator
- Various parent workshops and curriculum events
- Parent interviews/HL Survey/DVD from EPIC kit
- Initial intake process/registration

For those parents who do not attend any of our offered events, our Family Worker will provide outreach by visiting the family's home.

3) To ensure that entitlement letters are distributed and Parent Surveys and Program Selection forms are returned, we utilize a team approach. Our Parent Coordinator, P.T.A., President, School Aids, and Family Worker all work cooperatively together to ensure that that this process is conducted in an efficient manner. We found that the most efficient way to collect all of these forms is through our parent conference nights. If we are unsuccessful in collecting all of these forms through our parent conferences, outreach will be made by phone

calls or home visits. The forms are stored in a file in the main office, accessible to teachers as needed.

4) Once the student is identified as an ELL through the registration process (HLIS, Lab-R, Spanish-LAB, EPIC, oral interviews), the parent is then notified and the student is placed. Once the student is placed, they will receive ESL services.

5) After reviewing the Parent Surveys, and program selection forms of the last few years, the results indicate that parents are in favor of a monolingual setting with ESL services for students.

6) The program models offered at the school align with what parents want for their children(through the parent surveys) When parents are offered other schools with different programs as mandated by Commissioners Regulation Part 154, 100% of parents stay at P.S. 396. Parents of the PS 396 School community want their children to be immersed with as much English instruction as possible throughout the school day. The children sre placed in the appropriate academic and social setting to ensure their overall success. They are placed in a classroom with a Common Branch teacher, and receive push-in support from a highly qualified ESL Certified Instructor. In addition, the majority of our classrooms are staffed with a Paraprofessional that speaks both English and Spanish. To ensure the child receives continuous success, their reading, writing, speaking, and math skills are being assessed on a daily basis to determine the appropriate level of support the child needs. Lastly, to help these children with this process, they are offered pull-out/push-in ESL services.

#### Program and Scheduling Information

1 a) Current ELL programs include ESL (pull-out and push-in) and a Title III after school program with a Parent ESL component. (TBE in Pre-K only).

Students in the ESL push-in/pull-out program receive instruction in English according to the mandates prescribed by Commissioner's Regulation Part 154. The students who are in the TBE Pre-K Program receive instruction in English and Spanish according to level achieved by students.

In addition we offer parents in the Title III ESL program an opportunity to receive instructional classes in English, which focus on developing English language skills using ESL methodologies.

The goals of the ESL program are as follows:

- The TBE program will develop proficiency in the first language (Pre-K).
- To achieve English language proficiency within three years through assessment driven instruction, differentiated instruction and after school program.
- Incorporate ESL methodologies into literacy, math and other content areas.
- To improve achievement on the NYS Exams for students and promote academic growth of 12-18 months.
- To improve English language proficiency and build academic language for parents and their children.
- To provide parents with strategies so that they are better able to support instruction at home.
- To assist parents and students in learning basic computer skills.
- To make parents aware of the school's instructional goals.

1 b) The program uses a heterogeneous model of instruction.

2) ESL instruction for ELL students are required by CR Part 154-our staff are well aware of the regulations and mandates and are in 100% compliance with the mandates.

- Beginning and Intermediate-360 minutes per week during the school day using ESL Methodology.
- Advanced-190 minutes a week in Literacy and /or Mathematics using ESL Methodology.

a) ESL Program- At P.S. 396 the ESL program staff will work diligently to ensure academic success for all of our ELL students in monolingual classes. Our ESL teachers will ensure that students will be served flexibly, either on a push-in or pull-out situation depending on their needs. We will use a variety of materials in English that are similar with what the children use in their classroom. ESL teachers also work

cooperatively with the child's classroom teacher on a regular basis to discuss the student's progress. In addition, for some students, we use a push-in model which decreases travel time between classrooms-maximizing ELL students time on task. Each one of the models ESL Beginning & Intermediate receive 360 minutes of push-in/pull-out instruction a day utilizing ESL Methodologies. Advanced levels receive 190 minutes a day utilizing ESL Methodology for ELA, and Math.

Example of school schedule for Beginning Level ESL students

Monday-Friday Pull-out and Push-in sessions are conducted in all subject areas to meet the required instruction mandates for each content area.

8:10-9:00 Math  
9:00-9:53 Literacy: Word Works/Guided Reading  
9:53-10:46 Reading: DI  
10:49-11:39 Writing/SS  
11:42-12:32 Math  
12:35-1:25 Lunch  
1:28-2:18 Science

3) The content areas are delivered both in the child's Native Language, and in English. In addition, to help support the child's learning experiences; we have instructional materials in Spanish. After conferring with ESL teachers they said they utilize a sheltered English approach.

4) Differentiation of instruction is implemented in all content areas of instruction and all students have equal access to education opportunities.

i. At this time there is no SIFE.

ii. ELL's that have been at our school for less than 3 years are afforded the opportunity to receive instruction in differentiated learning groups. In addition students who were former ELL will be afforded the opportunity to have testing modifications to meet their individual needs (extended testing time). Differentiated instruction is embedded in the following programs/interventions:

- Students have language goals/objectives (as well as content objectives). These goals are created in a cooperative manner between the classroom and ESL teacher.
- Foundations (K-1): Focuses on phonic awareness/word recognition
- DI/Reading Mastery: Targeted small group reading intervention which centers on improvement in specific areas of need and is based on the student's instructional level.
- Voyager Math Program: Online skill building program which allows students to complete a variety of tasks at his/her independent level. The program also tracks individual progress.
- Kaplan Online Tutoring (selected ESL students): Online math/ELA tutoring program. Tracks student's progress towards meeting grade level standards.
- Saturday Academy: For 3rd and 4th grade only.
- AIS (Push-in and pull-out).

c) The plan for ELLS receiving services from 4-6 years will be offered AIS, differentiated learning, and after school instruction to meet their needs.

d) At this time we have no long term ELL's (completed 6 years)

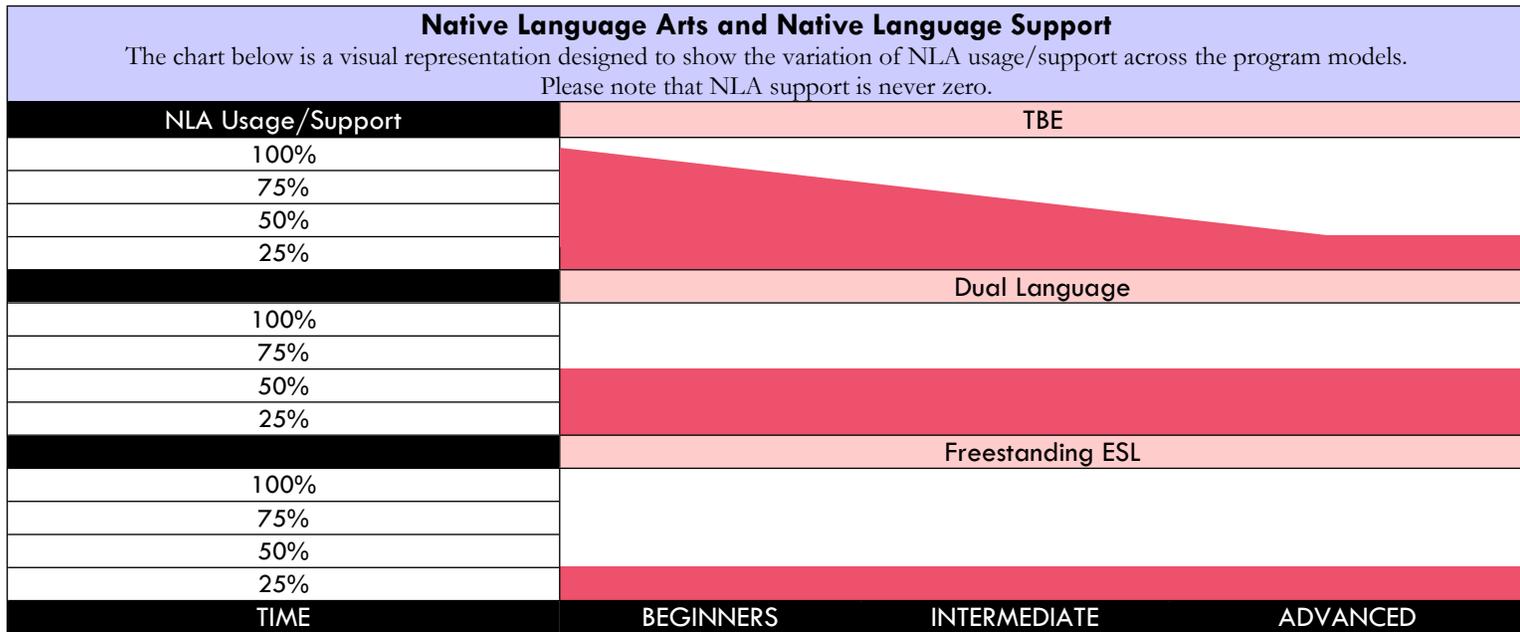
e) The needs for ELL's with special needs (IEP's) are addressed by collaboration between the Special Education, ESL, and SETTS teachers.

All instruction is differentiated in accordance with the child's needs and is always data driven.



NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## 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) P.S. 396 has established targeted intervention programs for ELL's in ELA, Math, and other content areas. Both our extended time and our AIS program target ELL's and other students in need of support in both reading and math. Teachers are also differentiating instruction within their classroom for our ELL population. In addition, all of the programs and interventions listed in question 4b are also utilized to service the needs of our ELL students. Moreover, these programs and interventions are delivered in both English and Spanish.
- 6) For students that reach proficiency on the NYSESLAT, we will continue supporting them in the content area by tailoring instruction to meet their individual needs, including test modifications(extended testing time).
- 7) There are no plans at this point to add any new programs for our ELL program.
- 8) We do not plan to discontinue and programs/services for our ELL population of students.
- 9) At P.S. 396 ELL's are afforded equal access to all programs. In addition to our regular and extended instructional days we offer Kaplan Tutoring Services, Saturday Academy, and an after-school program that targets the ELL students' instructional needs.
- 10) There is a wide range of supplemental instructional materials available for use. In ELA, there is the DI/Reading Mastery Reading program and Kaplan Learning for Language Arts. For Math we utilize Everyday Mathematics along with Everyday Games on the computer, V-Math computer software, and Kaplan Learning for Mathematics. In Science, we use Harcourt Science including videos to help support our instruction. Everyday Math and Harcourt Science are available in Spanish.
- 11) The Native language component is supported in a variety of ways. With the classroom, ESL room, and library we have a variety of books in both English and Spanish. In addition to those supports, content area and Native Language is taught within our TBE classroom (Pre-K only). In addition, each classroom has a certified teacher/paraprofessional that speaks both English and Spanish.
- 12) Required services do support, and resources do correspond to the ELL's age, grade level, and instructional needs. The resources focus on language development,
- 13) Students have the opportunity to attend summer support programs.
- 14) There are no language electives at this time.

## 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.

Professional Development and Support for School Staff

1) During the 2010-2011 school year, all of our staff including ELL personnel receive ongoing professional development to help promote the teaching learning process. We utilize Thursday's extended day piece all throughout the school year as professional development days. The focus of these PD sessions is centered around teaching literacy and math, that includes teaching these subjects to ELL learners. In addition our teachers meet on a weekly basis with grade leaders to discuss students progress as well as look at analyzing data. Data is also analyzed with our teachers participating in Inquiry Professional Development work. In addition, our Title III teachers will receive PD and support from AUSSIE consultants and Grade Leaders during the contractual day (preparatory periods, extended day) This support will begin in September 2010 and will continue through June 2011. In addition, our ELL staff members will partake in the ELL Institute (a two day workshop that promotes ESL strategies) offered by the DOE.

In addition, teachers will be supplied with NYSESLAT preparation materials, Kaplan Test Companion, Kaplan Advantage, and Voyager Math (Grades 3-4)

3) For students that are transitioning from elementary to middle school, our staff is afforded the opportunity to participate in outside professional development, and work very closely with our AUSSIE Consultants which teaches them how to prepare our students for the transitional period. In addition our guidance counselor is working with both students and parents to help them make the transition.

4) Training has been offered throughout the year to fulfill the 7.5 hours of ELL training. One such training is the two day ELL Institute.

Training dates/PD opportunities are TBD.

#### **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 Parental Involvement

1) We at PS 396 afford the parents multiple opportunities to play an active role in their child's education. Listed below are the following ways we are strengthening the ties between the child's home and school:

- Student progress report will be sent home to parents.
- Monthly letter to parents which will include a calendar of events.
- Open School Night
- Monthly Principal/Parent Morning Tea
- Title III Community Education Classes
- Parent ARIS log-on information
- Dinner with the Principal
- School Parent Compact
- Notes from teachers and parent communication logs
- School messenger and web site to be used to communicate with parents
- ASD NEST Parent Meetings
- Parent Teacher Conferences
- Open Door Policy

- Participating at the SLT Meetings
  - Various parent workshops and curriculum events
  - Parent Survey(LES)
- 2) Outside agencies such as Morris Heights Medical Center are offered as resources to parents.
  - 3) The parent involvement activities that evaluate and address the needs of the parents are ARIS, Home Language Information Survey (HLIS), parent meetings, and the school's survey as well as the school events listed above.
  - 4) Our parent involvement activities(such as the one's listed above) address the needs of the parents through question and answer sessions.

## 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)	8													8
Intermediate(I)		2	7	1	3									13
Advanced (A)			4		3									7
Total	8	2	11	1	6	0	0	0	0	0	0	0	0	28

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	20	11	7	43
4	5	22	16	0	43

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
5					0
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	2	0	8	0	19	0	12	0	41
4	0	0	11	3	21	2	11		48
5									0
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									0
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				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

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

- In the early grades (K-1) the emphasis has been on reading and writing, since listening and speaking (in general) are higher.
- We will provide Academic Intervention Services in the areas of reading and writing.
- We will use and interpret our data to drive instruction.

2) After examining the results in the four modalities we have noted the following patterns:

- School wide, the percentage of students scoring at beginning proficiency levels on the NYSESLAT has steadily climbed over the past three years.
- Nearly half of our students reach proficiency on the NYSESLAT in the upper grades (2-4); these numbers have increased over the course of the three years.

3) Instructional decisions are based on student needs. The results/patterns across the NYSESLAT modalities(reading/writing and listening/speaking, will be used to differentiate instruction to accommodate the students individual learning styles.

4a) After examining the results of the NYSESLAT and its modalities, it is apparent that students are advancing in listening, speaking, reading, and writing as they move up in the grades. The patterns of proficiency vary across the grades. These patterns are monitored to evaluate the student's needs and to help drive our instruction. We as a school analyze student data within our professional learning teams(AIS, Grade Level Meetings, and Inquiry Team).

b) The results of the periodic assessments are used by the teachers and administrators to help plan and target instruction to meet the individual needs of each ELL student. Administration is highly involved with the academic learning teams(AIS, Inquiry, and Grade Level Meetings ) to analyze student data and make decisions of how to best support the students academic and social development.

c) Over the past few years the school is learning that the ELL students are becoming more proficient in the areas of reading, writing, speaking, listening, math, and science i while taking the test in English.. This is the result of our approach to the teaching/learning process-targeting instruction to meet the individual needs of our students. Lastly, to help foster the individual needs of our ELL students, they sometimes (depending on the student) receive instruction in both English and their Native Language (in this case Spanish).

5) We do not have a dual language program at PS 396.

6) The results of the NYSESLAT and periodic assessments will be used to evaluate the success of our programs.

Please note that our students at PS 396 do not take the Native Language Reading Test.

## 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.

Our Language allocation policy accommodates students at all levels of language development by providing students multiple options to acquire content area subjects. Students receive instruction in English for all subject areas. Content areas subject are differentiated by the use of ESL methodology and adjusting language and vocabulary and sometimes the language of instruction to explain and enhance content area instruction. All instruction will meet or exceed NYS performance standards.

Students at the Beginning and Intermediate levels receive 360 minutes a week of ESL instruction. Students at the Advanced levels will receive 180 minutes of ESL instruction as mandated by CR Part 154 as measured by the NYSELAT and LAB-R score. Our ESL model insures that all instruction is structured and strives to achieve academic success for all students. PS 396 believes that all children are entitled to a quality education that is academically rigorous and meets individual needs. Lessons vary in length and structure depending on the needs of students. Students at the advanced level require less scaffolding of lesson that those at the advanced and students at the Intermediate and Beginning level require less scaffolding. We will center our instruction around reading and writing using speaking and listening (strengths of our students) as a springboard to reading and writing (weaker areas as measured by the NYSELAT).

Program Model Description

## Additional Information

(Pre K only)TBE Program- Our Transitional bilingual Program as with the ESL program will follow CR Part 154 mandates. As with the ESL program the PS 396 TBE program will ensure strong academic achievement and deliver differentiated instruction according to the needs of our children.

Language Allocation Policy

It is suggested that the TBE for Pre Kindergarten be 60% Spanish and 40% English to begin.

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/15/10

	Assistant Principal		10/15/10
	Parent Coordinator		10/15/10
	ESL Teacher		10/15/10
	Parent		10/15/10
	Teacher/Subject Area		10/15/10
	Teacher/Subject Area		10/15/10
	Coach		10/15/10
	Coach		10/15/10
	Guidance Counselor		10/15/10
	Network Leader		10/15/10
	Other		