



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PHYLLIS WHEATLEY

DBN : 19K328

PRINCIPAL: DOUGLAS AVILA

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SUPERINTENDENT: ROSE MARIE MILLS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Douglas Avila	*Principal or Designee	
Ann Marie Hurt	*UFT Chapter Leader or Designee	
William Furse	*PA/PTA President or Designated Co-President	
Tina Harmon	DC 37 Representative, if applicable	
Barbara Hope	Member/Staff	
Dawn Brown	Member/Staff	
Wanda O’Neal-Beedles	Member/Staff	
Arthur Warren	Member/Parent	
Shirley Starks	Member/Parent	
Sonia Tavares	Member/Parent	
Ellen Lee	Member/Parent	
Fritz Nelson	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- The number of students scoring levels 3's and 4's in the English Language Arts exam will increase from 21% in the 2010-2011 to 31% on the 2011-2012 in the New York State exam.

Comprehensive needs assessment

Our data indicates that of the 318 students in grades 3-8 that took the 2010-2011 NYS ELA Assessment (28%) scored at Level one(1), or 89 students;(51%) scored at Level two(2), or 162 students, (21%) scored at Level three(3) or 66 students. Seventy three students were tested in grade three; thirty percent (30%) scored level one (1) or twenty one students; Forty four percent(44%) scored level two (2) or thirty two students (32); Twenty six percent (26%) scored level three or eighteen students (18). In grade four, forty three students were tested (43), twenty one percent(21%) scored level one (1) or nine students(9); fifty eight percent (58%) scored level two(2) or twenty four students(24), and twenty one percent(21%) scored level three(3) or nine students(9); Fifty seven students were tested in grade five, twenty-six percent(26%) scored level one(1), or fourteen students(14), sixty percent(60%) scored level two(2) or thirty four students(34), and fourteen percent (14%) scored level three (3) or seven students; Forty eight students were tested in grade six(48), forty six percent scored level one, or twenty two students, thirty eight percent scored level two(2) or eighteen students(18), and seventeen percent(17%) scored level three or three students(3); Forty three students were tested in grade seven, twenty eight percent(28%) scored level one(1) or twelve students(12), sixty three percent (63%) or twenty seven (27) students scored level two, and nine percent(9%) or three students scored level three(3); Fifty four students were tested for grade eight, seventeen percent (17%) scored level one(1), fifty percent(50) scored level two or twenty seven(27) students and thirty three(33%) percent or seventeen (17) students scored level three.

Grade 3:

NYS English Language Arts and ACUITY Assessment scores demonstrate the following information:

	Number of Students	Percentage level 3&4	ACUITY Predictive Assmt: Feb. 2011
All Students	73	26%	41%
General Education	55	29%	21%
Economically Disadvantaged	73	26%	41%
Special Education	18	17%	30%
Black or African American	35	37%	46%
Hispanics	38	16%	37%
Females	36	31%	46%

Males	37	22%	35%
English Language Learners	7	14%	40%

Grade 4:

NYS English Language Arts and ACUIITY Assessment scores demonstrate the following information:

	Number of Students	Percentage Level 3&4	ACUIITY Predictive Assmt: Feb. 2011
All Students	43	21%	49%
General Education	41	-	-
Economically Disadvantaged	43	49%	49%
Special Education	02	-	38%
Black or African American	26	15%	49%
Hispanics	17	29%	50%
Females	22	27%	52%
Males	21	14%	46%
English Language Learners	3	-	31%

Grade 5:

NYS English Language Arts and ACUIITY Assessment scores demonstrate the following information:

	Number of Students	Percentage Level 3 &4	ACUIITY Predictive Assmt: Feb. 2011
All Students	57	14%	47%
General Education	42	19%	-
Economically Disadvantaged	57	14%	-
Special Education	15	0%	33%

Black or African American	32	16%		46%
Hispanics	24	S		48%
Females	23	17%		52%
Males	34	12%		43%
English Language Learners	10	10%		43%

Grade 6:

NYS English Language Arts and ACUITY Assessment scores demonstrate the following information:

	Number of Students	Percentage of Level 3&4		ACUITY Predictive Assmt: Feb. 2011
All Students	48	17%		39%
General Education	36	19%		-
Economically Disadvantaged	48	17%		-
Special Education	12	8%		28%
Black or African American	23	22%		42%
Hispanics	25	12%		38%
Females	28	21%		42%
Males	20	10%		36%
English Language Learners	9	0%		25%

Grade 7:

NYS English Language Arts and ACUITY Assessment scores demonstrate the following information:

	Number of Students	Percentage of Level		ACUITY Predictive Assmt: Feb.
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		3 &4	2011
All Students	43	9%	42%
General Education	33	12%	0%
Economically Disadvantaged	43	9%	42%
Special Education	10	0%	39%
Black or African American	26	15%	47%
Hispanics	17	0%	37%
Females	21	5%	46%
Males	22	14%	34%
English Language Learners	04	0%	33%

Grade 8:

NYS English Language Arts and Acuity Assessment scores demonstrate the following information:

	Number of Students	Percentage of Level 3&4	ACUITY Predictive Assmt: Feb. 2011
All Students	54	33%	53%
General Education	45	40%	
Special Education	09	0%	22%
Black or African American	30	33%	53%
Hispanics	24	33%	53%
Females	25	20%	52%
Males	29	45%	54%
English Language Learners	04	-	

Instructional strategies/activities

Strategy #1:

- Professional Development - Teacher Teams/ common planning time will be given for teachers on each grade weekly; to design coherent instruction, alignment instruction with developing curriculum maps, the NY State Standards/ CCLS, and the NYCDOE Focus Domains; as well as creating and revising performance tasks as assessment tools. Training teachers to evaluate the effectiveness of their instructional strategies and activities using rubrics, including familiarization with Danielson's Framework for Teaching, ARIS Learn and PD 360. To further develop Inquiry Teacher Teams' analysis of student work using selected protocols, that develop a continuum which reflects upon student outcomes and teaching practices.
- Target Population – Teachers in Grades PK-8
- Responsible Staff members – Principal, Assistant Principals, Building Coaches, Data Specialist, Network Support Staff
- Implementation Timeline – September 2011 through June 2012

Strategy #2:

- Infrastructure for Student Success – PS/IS328 will incorporate double ELA blocks utilizing the balanced literacy model, curriculum maps will be created by teachers in the same grade, small group instruction, differentiated tasks/assessments, conferring with students, structured peer evaluations, scheduled targeted skill group work with reduced class size, data-based extended day small groups, SES collaboration to meet at-risk student needs, test prep sessions including ACUITY use; and enhance teacher sensitivity to learning styles/multiple intelligences and opportunities for professional growth through inter-visitations.
- Target Population – Teachers and Students PK-8
- Responsible Staff members – Principal, Asst. Principals, Teachers in Grades PK-8, Building Coaches, Data Specialist, outside consultant
- Implementation Timeline – September 2011 through June 2012

Strategy #3:

- Collection/Triangulation/Analysis of Data – Academic, professional, and other school goals will be developed, monitored and revised to promote student achievement. Multiple data sources will include, but are not limited to, prior test results, teacher-made assessments, rubric performance results, student self-reflections, portfolios, core program assessments, authentic tasks, exit projects, report cards, ACUITY/NYCDOE assessments, Inquiry Space, PPT records, informal teacher observations, etc. The Data Specialist will be included in all communications in order to periodically “cleanse” our DOE data systems.
- Target Population – Principal [PPR], SLT, Asst. Principals, Data Specialist, Teachers, Students PK-8
- Responsible Staff members – Principal, SLT, Asst. Principals, Teachers and Support Staff in Grades PK-8
- Implementation Timeline – September 2011 through June 2012

Activity #1:

- Student Celebration Activities – Project-based assignments (written, visual, and oral presentations), field trips with ELA connections to real life highlighted, assembly award presentations/certificates, spelling bee, poetry and writing contests, and in-class celebrations of success will all support high expectations for student progress; school Shining Star awards.
- Target Population – Students PK-8
- Responsible Staff members – Asst. Principals, Teachers and Support Staff in Grades PK-8, Parent Coordinator, PTA
- Implementation Timeline – September 2011 through June 2012

Strategies to increase parental involvement

Strategy #1:

- Workshops – available to all parents, general education – special education – English Language Learners, including TITLE I parents, to inform them of School Goals, Citywide Initiatives, NYS CCLS, ACUITY, ARIS and SCANTRON-Ed Performance.
 - > Additional sessions will be offered to ELL parents to inform them about specific services and resources available for their children. At an Open House, an orientation session on state standards, NYSESLAT assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs will be delivered.
 - > Targeted sessions will be offered to special education parents to notify them of the Continuum of Special Education, the spectrum of related services available, the resources set in place to support their children, as well as community-based resources available.
 - > Early Childhood [PreK] workshops will focus on basic early educational concerns, health care, and financial planning; and childhood development.
 - > Guidance oriented workshops will focus on areas of parent concern, as indicated on the DOE Environmental Survey and from other parent inputs, such as bullying, safety issues, middle school dating, latch-key after school priorities, etc.
- Responsible Staff members – Principal, Parent Coordinator, PK Social Worker, Guidance Counselor, Network Liaison, outside providers
- Implementation Timeline – September 2011 through June 2012

Strategy #2:

- Participation in School Activities – The school calendar of events will be disseminated each month. School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school/Parent-teacher conferences. When necessary, translators will be available, so all parents will understand all proceedings at meetings and can understand communications of school staff. Additional accommodations will be made for parents with disabilities so that they too can participate. An outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities. Parents will be invited to attend culminating celebrations marking their child's success at the school. Student of the month celebrations and an Honor's Night will be held periodically during the school year. Efforts to conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school will be made. Collaborations will be built to support the work of our SES providers and our CBO After School Program; and their activities.
- Responsible Staff members – Principal, Asst. Principals, Parent Coordinator, PK Social Worker, Guidance Counselor, Teachers, support staff, PTA
- Implementation Timeline – September 2011 through June 2012

Strategy #3:

- Participation in School PTA, SLT, PAC, Committees – The school and the PTA will encourage parents to participate in school activities and will encourage parents to share their needs and concerns. Parents as full partners in their child's education will be included, as appropriate, in decision-making and on advisory committees to assist in the education of our students; and carry out other activities, such as those described in No Child Left Behind legislation and section 1118 of the ESEA. The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State. An annual Title I meeting will be held; the Title I budget reviewed (including the 5% for parent involvement); and information related to the school's NYS Accountability status reviewed. Efforts to arrange school meetings at a variety of times will maximize parental involvement.
- Responsible Staff members – Principal, PTA President and Executive Board, Parent Advisory Council President, Teachers and other school staff
- Implementation Timeline – September 2011 through June 2012

Strategy #4:

- Support of Home-School Connections – The school believes that parents play an integral role in assisting their child’s learning. With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, book sales, following directions, reading recipes, creating responses to meet the ‘25 Books Read NYS Standard’, etc.). The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs. Information will be shared with parents on English as a Second Language (ESL) classes; and GED classes, in both English and Spanish. Parents will be supported to engage developmental activities, such as workshops, conferences, classes, both in-State and out-of-State, that may be available to ensure family/student success.
- Responsible Staff members – Principal, Asst. Principals, PTA, Parent Advisory Council, Guidance Staff, Teachers and other school staff, CBO’s
- Implementation Timeline – September 2011 through June 2012

Professional Development:

Monthly professional development for parents will be provided by the school and by the district parent coordinator. This professional development will focus on school life for students, unwrapping curriculum standards into parent-friendly language, assessment preparation at home (ie. practice, night-before rest/sleep, test-day breakfast), and health and medical issues for students/ families.

Professional Development is provided by professionals at PTA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.

Professional Development is provided for parents on the School Leadership Team (SLT), by Central DOE/Network providers, in order to assist team members in making informed decisions about school matters.

ELL Professional Development: School and District monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

Students with Disabilities/Professional Development: School and District monthly professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children. They will be notified that 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 is available.

- PS/IS 328K, will implement these strategies to promote effective parental involvement in our school, including specific actions to support the system-wide goal of making our school more welcoming to and respectful of parents. The Parent Support Offices, located in the Learning Support Center and district will provide parents with an additional point of entry into the school system beyond their children’s schools. The office will handle parent concerns and issues that cannot be resolved at the school level. In order to accommodate parents’ schedules, the office will be open five days a week during business hours as well as one weekend day and two evenings per week. Appropriate roles for community-based organizations and businesses in the community in parental involvement activities such as those described under No Child Left Behind legislation and section 1118 of the ESEA are being developed. We are continuing to search out model approaches to improving

parental involvement.

Strategies for attracting Highly Qualified Teachers (HQT)

All teachers hired at PS/IS 328K, for the 2011-2012 school year will be “highly qualified” as defined in NCLB.

Highly qualified new teachers may include: Teachers who hold Transitional B certificates, including NYC Teaching Fellows, Teach for America Corp members, Peace Corps Fellows, and Columbia Urban Educators; and teachers who have NYS certification (CPT) but have not yet been appointed by NYC.

#1 - PS/IS 328K and the Network will provide extensive professional development and on-going and sustained in class support for all new teachers, and support for all school staff, at the school building level to enable all children in the school-wide program to meet the State’s academic standards. Professional development offerings will include: ARIS training, PD 360, differentiated training to meet the needs of both new and experienced staff that addresses individual strength and weaknesses, grade level needs, content area focus, teachers’ and students learning styles.

#2 - Professional Development for staff will be coordinated at PS/I S 328 by a Professional Development Team, which includes the Network Liaison Leader, Principal, Assistant Principals, Literacy and Math Coaches, and UFT Teacher Center Facilitator. The Professional Development Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and others content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development will encompass model lessons, workshops, institutes, study groups, reading in professional literature, conferences and follow-up classroom technical assistance, PD 360 and ARIS Learn. All professional development activities will be undertaken to address the specific needs of targeted staff groups.

#3 - In addition, a teacher mentoring program, which is a critical component of the support and professional development for new teachers, will be available at PS/IS 328 for new staff. This program takes into accounts the mentoring needs of all new teachers, including new Teaching Fellows/ Alternate Certification Teachers, Related Service Providers, etc.

Service and program coordination

Administrators will participate in all school-based professional development activities, and will also be supported by the Network Liaison Leader, a principal mentor, and Network Instructional Specialists to strengthen the following:

- Instructional Leadership
- Clinical supervision of instruction

- Time management
- Launching instructional initiatives
- Uses of technology in carrying out administrative duties - e-mail, excel, OORS, SESIS, Observation 360, etc.
- Data analysis and using data
- Developing learning communities through action research groups, effective meeting strategies and rituals, focused walk-thought, retreats, etc.

PS/IS 328K will annually conduct a comprehensive needs assessment, as a critical part of the comprehensive educational planning process, to assess the effectiveness of instructional programs and educational strategies in supporting students towards meeting challenging State and City content performance standards. PS/IS 328K will use disaggregated student results on State and City assessments in Grades 3-8, Acuity benchmark assessment results, the early Childhood Language Arts System (E-Class II; along with DRA and ESI-R in grades PK-3), and multiple classroom-level measures to assess the achievement of students in relation to the State standards, and identify specific skills and areas of content knowledge and understanding in which cohorts of students need additional support in order to meet State standards. Qualitative data will also be reviewed to identify other factors that may affect student performance, i.e. health, homelessness, at-risk behaviors, attendance, school climate, professional development, parent involvement, and student satisfaction.

Levers to impact effective methods and instructional strategies that are based on scientifically-based research are:

- Increased amount of quality learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Provision of an enriched and accelerated curriculum which ensures the use of culturally balanced instructional programs and materials.
- Initiatives to reach the educational needs of historically underserved populations, low academically achieving children and those at-risk members of the target population which fall into the Achievement Gap. These initiatives may include counseling, pupil services, mentoring services, college and career awareness/preparation, opportunities for applied learning, and the integration of vocational and technical education programs.
- Effective use of technology to support instruction and student learning.
- The use of appropriate instructional materials for English language learners (ELL/LEP) and special education students.
- The provision of Academic Intervention Services (AIS) to meet the needs of all students who require additional assistance to meet the State standards in ELA, Mathematics, Science, and Social Studies.

A local Community Based Organization Groundwork (CBO), provides an after school support in reading, mathematics, arts and craft, and other areas. In addition, SES programs are available to students: Learners' First and Academic Advantage are used as an academic extension of the school day. The TITLE III allocation provides support to our ELL's at different levels during the Saturday Academy with the skills and strategies to acquire the language at all levels of performance. In addition school enrichment activities such as dance, flag football, rugby, wrestling and swimming address other needs of the 'whole child'.

All school-wide reform strategies being implemented at PS/IS 328K, are designed to implement the District Comprehensive Educational Plan (RDCEP) and District Comprehensive Educational Plan addendum. The district will work closely with the school to consolidate, coordinate, and integrate all allowable Federal, State, and local programs, including Title I, Part A services, to ensure that a comprehensive and unified educational program provides high quality instruction, and student support services to all students served by the Title I School-Wide program.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Title I: Two assistant principals, five teachers, one guidance counselor, professional development for teachers and staff, and parent workshops.
 - FSF: An assistant principal and the principal, dean, school secretary and twenty teachers.
 - Title II: One teacher, one dean, and OTPS, supplies.
 - Title III: ELL Per session allocation and preparation period coverage.
 - Children First Network: Teachers, paraprofessionals, school aides and preparation period coverage.
 - Contract for Excellence: Teacher, Math Coach, AIS teacher, and per session allocation.
 - School Support Supplement: One Dean and two teachers.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

The number of students scoring levels 3's and 4's in Mathematics will increase from 25% in the 2010-2011 to 35% on the 2012 New York State exam.

Comprehensive needs assessment

Based on the NYS Math exam, three hundred and thirty one students were tested last year, twenty four percent scored level one(1), or eighty students, fifty percent scored level two(2) or one hundred sixty five, twenty three percent or seventy three students scored level three and two(2) percent scored level four(4). Seventy five students were tested in grade three, twenty one percent or fifteen students scored level one, fifty five percent or forty one students scored level two(2), twenty one percent or fifteen students scored level 3 and three percent scored level four(4); Forty six students were tested in grade four, twenty two percent scored level one(1), fifty four percent or twenty four students scored level three(2) and twenty percent scored level three or nine students; fifty nine students were tested in grade five, seventeen percent or ten students scored level one(1), sixty four percent or thirty seven students scored level two(2), nineteen percent or eleven students scored level three; fifty two students took the exam for grade six(6) forty eight percent or twenty four students scored level one, forty percent or twenty students scored level 2, twelve percent or six students scored level 3; forty five students were tested in grade seven, twenty four percent or ten students scored level two, forty seven percent(47) or twenty one students scored level two, twenty four percent or ten students scored level three; fifty four students were tested in grade eight, fifteen percent or eight students scored level one(1), thirty nine percent scored level two(2) or twenty one students, forty three percent or twenty three students scored level three.

Our data indicates that of the 331 students that took the NYS 2011 Math Assessment, 80 students performed at Level 1 from Grade 3 through Grade 8.

167 students performed at Level 2; leaving only 76 students performing at Level 3 and 8 students reaching a Level 4 performance.

School-wide: 24% Level 1 students
 50% Level 2 students
 23% Level 3 students
 02% Level 4 students
 99% of students

Grade 3:

NYS Math and ACUITY Assessment scores demonstrate the following information:

	Number of Students	Percentage	ACUITY Predictive Assmt: Feb. 2011
All Students	75	24%	49%
General Education	57	21%	-
Economically Disadvantaged	75	24%	-
Special Education	18	33%	36%

Black or African American	36	31%	51%
Hispanics	39	18%	47%
Females	37	16%	50%
Males	38	32%	48%
English Language Learners	8	13%	43%
Total	75 students-Average Scale Score 671	24%	49%

Grade 4:

NYS Math and ACUITY Assessment scores demonstrate the following information:

	Number of Students	Percentage	ACUITY Predictive Assmt: Feb. 2011
All Students	46	24%	46%
General Education	44	-	-
Economically Disadvantaged	46	24%	-
Special Education	02	-	25%
Black or African American	27	19%	47%
Hispanics	19	32%	46%
Females	22	27%	53%
Males	24	21%	40%
English Language Learners	3	-	20%
Total	46 students -Average Scale Score 657	24%	46%

Grade 5:

NYS Math and ACUITY Assessment scores demonstrate the following information:

	Number of Students	Percentage	ACUITY Predictive Assmt: Feb.
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				2011
All Students	59	19%		38%
General Education	44	-		-
Economically Disadvantaged	59	19%		-
Special Education	15	-		29%
Black or African American	34	18%		38%
Hispanics	24	S		25%
Females	24	33%		42%
Males	35	09%		36%
English Language Learners	11	0%		36%
Total	59 students -Average Scale Score 651	19%		38%

Grade 6:

NYS Math and ACUIY Assessment scores demonstrate the following information:

	Number of Students	Percentage		ACUIY Predictive Assmt: Feb. 2011
All Students	52	12%		28%
General Education	38	16%		-
Economically Disadvantaged	52	12%		-
Special Education	14	0%		24%
Black or African American	25	12%		31%
Hispanics	27	11%		25%
Females	30	10%		30%
Males	22	14%		25%
English Language Learners	11	0%		25%
Total	52 students -Average Scale Score 639	12%		28%

Grade 7:

NYS Math and ACUIY Assessment scores demonstrate the following information:

	Number of Students	Percentage	ACUIY Predictive Assmt: Feb. 2011
All Students	45	29%	40%
General Education	35	37%	-
Economically Disadvantaged	45	29%	-
Special Education	10	0%	52%
Black or African American	26	31%	41%
Hispanics	19	26%	39%
Females	23	35%	46%
Males	22	23%	34%
English Language Learners	06	33%	46%
Total	45 students -Average Scale Score 656	29%	40%

Grade 8:

NYS Math Assessment scores demonstrate the following information:

	Number of Students	Percentage
All Students	54	46%
General Education	45	56%
Special Education	09	0%
Black or African American	30	43%
Hispanics	24	50%
Females	25	48%

Males	29	45%
English Language Learners	04	-
Total	54 students -Average Scale Score 660	46%

After conducting our needs assessment anchored by analysis of NYS Math Assessment results and the February ACUITY Predictive Assessment (NYCDOE), the SLT, Inquiry and PD Teams found that there is a consistent discrepancy between the results of the ACUITY Predictive Assessment with the actual results achieved on the spring NYS Math Assessment throughout the grades. The ACUITY Predictive Assessment was administered with only the multiple choice questions, leading analyzers to discern a need for our students to improve their writing abilities to respond to short-response and extended-response math questions. Students with Disabilities have begun to show some performance progress, as exemplified by the Grade 3 performance of SWD (33% Level 3 and above). Our LEP student group also showed some progress in Grade 3 (13% Level 3 and above) and Grade 7 (33% Level 3 and above). As this is still minimal progress with these subgroups, we will continue developing teaching practices to differentiate lessons and tasks, including the use of manipulatives and math games, to further effect student progress for the 2011-12 school year. An additional emphasis will be placed on the truly half of our student population that settled in Level 2; revisiting grade-level standards (both current NYS and Common Core Standards) with teachers to impact rigorous instruction in the classrooms; which raises expectations and supports focused practice as a lever for reaching grade level proficiency for an increased number of students.

The needs above are substantiated by already existing evidence as noted in the February 2011 recommendations made in the NYSED/NYCDOE Joint Intervention Team Report:

Recommendations -

- Negative trend data – 2008-2009 and 2009-2010 for one or more identified subjects/subgroups*
- Increase in the number of subgroups not making AYP [Annual Yearly progress] in identified areas*
- 10 points or more away from meeting our EAMO [Effective Annual measurable Objective]*
- Increase in the Achievement Gap between identified subgroups and the ‘All Students’ subgroup*
- Development of curriculum in all core areas*
- Enhance capacity of teachers to use higher-order thinking and questioning techniques*
- Develop appropriate high expectations among all stakeholders*
- Analyze data regularly and streamline its use to improve overall school practices and programs*
- Identify teachers’ PD needs and develop a comprehensive PD plan which includes training to meet differentiated needs of students.*

Instructional strategies/activities:

Strategy #1:

- Professional Development - Teacher Teams/ common planning time will be given for teachers on each grade weekly; to design coherent instruction, alignment instruction with developing curriculum maps, the NY State Standards/ CCLS, and the NYCDOE Focus Domains; as well as creating and revising performance tasks as assessment tools. Training teachers to evaluate the effectiveness of their instructional strategies and activities using rubrics, including familiarization with Danielson's Framework for Teaching, ARIS Learn and PD 360. To further develop Inquiry Teacher Teams' analysis of student work using selected protocols, that develop a continuum which reflects upon student outcomes and teaching practices.
- Target Population – Teachers in Grades PK-8
- Responsible Staff members – Principal, Assistant Principals, Building Coaches, Data Specialist, Network Support Staff
- Implementation Timeline – September 2011 through June 2012

Strategy #2:

- Infrastructure for Student Success – PS/IS328 will incorporate double math blocks utilizing the workshop model, daily Problem of the Day problem solving, consistent small group instruction, differentiated tasks/assessments, conferring with students, structured peer evaluations, scheduled targeted skill group work with reduced class size, data-based extended day small groups, SES collaboration to meet at-risk student needs, test prep sessions including ACUITY use; and enhance teacher sensitivity to learning styles/multiple intelligences and opportunities for professional growth through inter-visitations.
- Target Population – Teachers and Students PK-8
- Responsible Staff members – Principal, Asst. Principals, Teachers in Grades PK-8, Building Coaches, Data Specialist, outside consultant
- Implementation Timeline – September 2011 through June 2012

Strategy #3:

- Collection/Triangulation/Analysis of Data – Academic, professional, and other school goals will be developed, monitored and revised to promote student achievement. Multiple data sources will include, but are not limited to, prior test results, teacher-made assessments, rubric performance results, student self-reflections, portfolios, core program assessments, authentic tasks, exit projects, report cards, ACUITY/NYCDOE assessments, Inquiry Space, informal teacher observations, etc. The Data Specialist will be included in all communications in order to periodically “cleanse” our DOE data systems.
- Target Population – Principal [PPR], SLT, Asst. Principals, Data Specialist, Teachers, Students PK-8
- Responsible Staff members – Principal, SLT, Asst. Principals, Teachers and Support Staff in Grades PK-8
- Implementation Timeline – September 2011 through June 2012

Activity #1:

- Student Celebration Activities – Project-based assignments (written, visual, and oral presentations), field trips with math connections to real life highlighted, math contests, a math fair/showcase, assembly award presentations/certificates, and in-class celebrations of success will all support high expectations for student progress; school Shining Star Awards.
- Target Population – Students PK-8
- Responsible Staff members – Asst. Principals, Teachers and Support Staff in Grades PK-8, Parent Coordinator, PTA
- Implementation Timeline – September 2011 through June 2012

Strategies to increase parental involvement

Strategy #1:

- Workshops – available to all parents, general education – special education – English Language Learners, including TITLE I parents, to inform them of School Goals, Citywide Initiatives, NYS CCLS, ACUITY, ARIS and SCANTRON-Ed Performance.
 - > Additional sessions will be offered to ELL parents to inform them about specific services and resources available for their children. At an Open House, an orientation session on state standards, NYSESLAT assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs will be delivered.
 - > Targeted sessions will be offered to special education parents to notify them of the Continuum of Special Education, the spectrum of related services available, the resources set in place to support their children, as well as community-based resources available.
 - > Early Childhood [PreK] workshops will focus on basic early educational concerns, health care, and financial planning; and childhood development.
 - > Guidance oriented workshops will focus on areas of parent concern, as indicated on the DOE Environmental Survey and from other parent inputs, such as bullying, safety issues, middle school dating, latch-key after school priorities, etc.
- Responsible Staff members – Principal, Parent Coordinator, PK Social Worker, Guidance Counselor, Network Liaison, outside providers
- Implementation Timeline – September 2011 through June 2012

Strategy #2:

- Participation in School Activities – The school calendar of events will be disseminated each month. School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school/Parent-teacher conferences. When necessary, translators will be available, so all parents will understand all proceedings at meetings and can understand communications of school staff. Additional accommodations will be made for parents with disabilities so that they too can participate. An outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities. Parents will be invited to attend culminating celebrations marking their child's success at the school. Student of the month celebrations and an Honor's Night will be held periodically during the school year. Efforts to conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school will be made. Collaborations will be built to support the work of our SES providers and our CBO After School Program; and their activities.
- Responsible Staff members – Principal, Asst. Principals, Parent Coordinator, PK Social Worker, Guidance Counselor, Teachers, support staff, PTA
- Implementation Timeline – September 2011 through June 2012

Strategy #3:

- Participation in School PTA, SLT, PAC, Committees – The school and the PTA will encourage parents to participate in school activities and will encourage parents to share their needs and concerns. Parents as full partners in their child's education will be included, as appropriate, in decision-making and on advisory committees to assist in the education of our students; and carry out other activities, such as those described in No Child Left Behind legislation and section 1118 of the ESEA. The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State. An annual Title I meeting will be held; the Title I budget reviewed (including the 5% for parent involvement); and information related to the school's NYS Accountability status reviewed. Efforts to arrange school meetings at a variety of times will maximize parental involvement.

- Responsible Staff members – Principal, PTA President and Executive Board, Parent Advisory Council President, Teachers and other school staff
- Implementation Timeline – September 2011 through June 2012

Strategy #4:

- Support of Home-School Connections – The school believes that parents play an integral role in assisting their child’s learning. With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, book sales, following directions, reading recipes, creating responses to meet the ‘25 Books Read NYS Standard’, etc.). The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs. Information will be shared with parents on English as a Second Language (ESL) classes; and GED classes, in both English and Spanish. Parents will be supported to engage developmental activities, such as workshops, conferences, classes, both in-State and out-of-State, that may be available to ensure family/student success.
- Responsible Staff members – Principal, Asst. Principals, PTA, Parent Advisory Council, Guidance Staff, Teachers and other school staff, CBO’s
- Implementation Timeline – September 2011 through June 2012

Professional Development:

Monthly professional development for parents will be provided by the school and by the district parent coordinator. This professional development will focus on school life for students, unwrapping curriculum standards into parent-friendly language, assessment preparation at home (ie. practice, night-before rest/sleep, test-day breakfast), and health and medical issues for students/ families.

Professional Development is provided by professionals at PTA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.

Professional Development is provided for parents on the School Leadership Team (SLT), by Central DOE/Network providers, in order to assist team members in making informed decisions about school matters.

ELL Professional Development: School and District monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

Students with Disabilities/Professional Development: School and District monthly professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children. They will be notified that 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 is available.

- PS/IS 328K, will implement these strategies to promote effective parental involvement in our school, including specific actions to support the system-wide goal of making our school more welcoming to and respectful of parents. The Parent Support Offices, located in the Learning Support Center and district will provide parents with an additional point of entry into the school system beyond their children’s schools. The office will handle parent concerns and issues that cannot be resolved at the school level. In order to accommodate parents’ schedules, the

office will be open five days a week during business hours as well as one weekend day and two evenings per week. Appropriate roles for community-based organizations and businesses in the community in parental involvement activities such as those described under No Child Left Behind legislation and section 1118 of the ESEA are being developed. We are continuing to search out model approaches to improving parental involvement.

Strategies for attracting Highly Qualified Teachers (HQT)

All teachers hired at PS/IS 328K, for the 2011-2012 school year will be “highly qualified” as defined in NCLB.

Highly qualified new teachers may include: Teachers who hold Transitional B certificates, including NYC Teaching Fellows, Teach for America Corp members, Peace Corps Fellows, and Columbia Urban Educators; and teachers who have NYS certification (CPT) but have not yet been appointed by NYC.

#1 - PS/IS 328K and the Network will provide extensive professional development and on-going and sustained in class support for all new teachers, and support for all school staff, at the school building level to enable all children in the school-wide program to meet the State’s academic standards. Professional development offerings will include: ARIS training, PD 360, differentiated training to meet the needs of both new and experienced staff that addresses individual strength and weaknesses, grade level needs, content area focus, teachers’ and students learning styles.

#2 - Professional Development for staff will be coordinated at PS/I S 328 by a Professional Development Team, which includes the Network Liaison Leader, Principal, Assistant Principals, Literacy and Math Coaches, and UFT Teacher Center Facilitator. The Professional Development Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and others content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development will encompass model lessons, workshops, institutes, study groups, reading in professional literature, conferences and follow-up classroom technical assistance, PD 360 and ARIS Learn. All professional development activities will be undertaken to address the specific needs of targeted staff groups.

#3 - In addition, a teacher mentoring program, which is a critical component of the support and professional development for new teachers, will be available at PS/IS 328 for new staff. This program takes into accounts the mentoring needs of all new teachers, including new Teaching Fellows/ Alternate Certification Teachers, Related Service Providers, etc.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Administrators will participate in all school-based professional development activities, and will also be supported by the Network Liaison Leader, a principal mentor, and Network Instructional Specialists to strengthen the following:

- Instructional Leadership
- Clinical supervision of instruction
- Time management
- Launching instructional initiatives
- Uses of technology in carrying out administrative duties - e-mail, excel, OORS, SESIS, Observation 360, etc.
- Data analysis and using data
- Developing learning communities through action research groups, effective meeting strategies and rituals, focused walk-thought, retreats, etc.

PS/IS 328K will annually conduct a comprehensive needs assessment, as a critical part of the comprehensive educational planning process, to assess the effectiveness of instructional programs and educational strategies in supporting students towards meeting challenging State and City content performance standards. PS/IS 328K will use disaggregated student results on State and City assessments in Grades 3-8, Acuity benchmark assessment results, the early Childhood Language Arts System (E-Class II; along with DRA and ESI-R in grades PK-3), and multiple classroom-level measures to assess the achievement of students in relation to the State standards, and identify specific skills and areas of content knowledge and understanding in which cohorts of students need additional support in order to meet State standards. Qualitative data will also be reviewed to identify other factors that may affect student performance, i.e. health, homelessness, at-risk behaviors, attendance, school climate, professional development, parent involvement, and student satisfaction.

Levers to impact effective methods and instructional strategies that are based on scientifically-based research are:

- Increased amount of quality learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Provision of an enriched and accelerated curriculum which ensures the use of culturally balanced instructional programs and materials.
- Initiatives to reach the educational needs of historically underserved populations, low academically achieving children and those at-risk members of the target population which fall into the Achievement Gap. These initiatives may include counseling, pupil services, mentoring services, college and career awareness/preparation, opportunities for applied learning, and the integration of vocational and technical education programs.
- Effective use of technology to support instruction and student learning.
- The use of appropriate instructional materials for English language learners (ELL/LEP) and special education students.
- The provision of Academic Intervention Services (AIS) to meet the needs of all students who require additional assistance to meet the State standards in ELA, Mathematics, Science, and Social Studies.

A local Community Based Organization Groundwork (CBO), provides an after school support in reading, mathematics, arts and craft, and other areas. In addition, SES programs are available to students: Learners' First and Academic Advantage are used as an academic extension of the school day. The TITLE III allocation provides support to our ELL's at different levels during the Saturday Academy with the skills and strategies to acquire the language at all levels of performance. In addition school enrichment activities such as dance, flag football, rugby, wrestling and swimming address other needs of the 'whole child'.

All school-wide reform strategies being implemented at PS/IS 328K, are designed to implement the District Comprehensive Educational Plan

(RDCEP) and District Comprehensive Educational Plan addendum. The district will work closely with the school to consolidate, coordinate, and integrate all allowable Federal, State, and local programs, including Title I, Part A services, to ensure that a comprehensive and unified educational program provides high quality instruction, and student support services to all students served by the Title I School-Wide program.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Title I: Two assistant principals, five teachers, one guidance counselor, professional development for teachers and staff, and parent workshops.
 - FSF: An assistant principal and the principal, dean, school secretary and twenty teachers.
 - Title II: One teacher, one dean, and OTPS, supplies.
 - Title III: Per session coverage and preparation period coverage.
 - Children First Network: Teachers, paraprofessionals, school aides and preparation coverage.
 - Contract For Excellence: Teacher, Math Coach, AIS teacher, and per session.
 - School Support Supplement: One Dean and two teachers.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Our students in Special Education and our English Language Learners will demonstrate an increase in English Language Arts and Mathematics proficiency by 10% in the New York State exams.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

PS/IS328K did not meet the AYP and AMO for school year 2010-2011. Sixty six special education students were tested in English Language Arts for the 2010-2011 school year, and only four students scored above level two. While in mathematics, sixty eight students were tested and five students scored above level two (2). Students in grades three and six showed progress while students in grade four, five, seven and eight showed no progress.

Thirty seven English Language Learners were tested in grades three through eight; only two students scored above level two (2). In mathematics, forty three students were tested, and only two students scored above level 2.

Instructional strategies/activities

Strategy #1:

- Professional Development - Teacher Teams/ common planning time will be given for teachers on each grade weekly; to design coherent instruction, including use of Wilson strategies, alignment instruction with developing curriculum maps, the NY State Standards/ CCLS, and the NYCDOE Focus Domains; as well as creating and revising performance tasks as assessment tools. Training teachers to evaluate the effectiveness of their instructional strategies and activities using rubrics, including familiarization with Danielson's Framework for Teaching, ARIS Learn and PD 360. To further develop Inquiry Teacher Teams' analysis of student work using selected protocols, that develop a continuum which reflects upon student outcomes and teaching practices. Teacher training to improve IEP smart goals; along with more effective use of the SESIS system to support timely processes and real-time communication. Further implementation of the Earobics REACH program. Integration of daily use of diagramming (visuals), manipulatives, hands-on experiences, picture/photo, and web-based knowledge-building sites to stimulate and bridge prior connections into classroom learning.
- Target Population – Teachers in Grades PK-8
- Responsible Staff members – Principal, Assistant Principals, Building Coaches, Data Specialist, Network Support Staff
- Implementation Timeline – September 2011 through June 2012

Strategy #2:

- Infrastructure for Student Success – PS/IS328 will incorporate double ELA & Math blocks utilizing the workshop model, daily Problem of the Day problem solving, consistent small group instruction, differentiated tasks/assessments, conferring with students, structured peer evaluations, mainstreaming, scheduled targeted skill group work with reduced class size, data-based extended day small groups, SES collaboration to meet at-risk student needs, test prep sessions

including ACUITY use; and enhance teacher sensitivity to learning styles/multiple intelligences and opportunities for professional growth through inter-visitations; collaboration of school guidance counselor, mandated counselor, social worker, and psychologist services; and at-risk interventions

- Target Population – Special Education Teachers, Related Service Providers; and Students PK-8
- Responsible Staff members – Principal, Asst. Principals, Special Education Teachers in Grades PK-8, Related Service Providers, Data Specialist, Counselors, Social Worker, School Psychologist, outside consultant
- Implementation Timeline – September 2011 through June 2012

Strategy #3:

- Collection/Triangulation/Analysis of Data – Academic, professional, and other school goals will be developed, monitored and revised to promote student achievement. Multiple data sources will include, but are not limited to, prior test results, teacher-made assessments, rubric performance results, student self-reflections, portfolios, core program assessments, authentic tasks, exit projects, report cards, ACUITY/NYCDOE assessments, SESIS, Inquiry Space, informal teacher observations, etc. The Data Specialist will be included in all communications in order to periodically “cleanse” our DOE data systems.
- Target Population – Principal [PPR], SLT, Asst. Principals, Data Specialist, Teachers, Students PK-8
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- Implementation Timeline – September 2011 through June 2012

Activity #1:

- Student Celebration Activities – Project-based assignments (written, visual, and oral presentations), field trips with ELA & Math connections to real life highlighted, literacy and math contests, assembly award presentations/certificates, and in-class celebrations of success will all support high expectations for student progress.
- Target Population – Students PK-8
- Responsible Staff members – Asst. Principals, Special Education Teachers, Related Service Providers and Support Staff in Grades PK-8, Parent Coordinator, PTA
- Implementation Timeline – September 2011 through June 2012

Strategies to increase parental involvement

Strategy #1:

- Workshops – available to all special education and English Language Learners’ parents, including those also TITLE I parents; to inform them of School Goals, Citywide Initiatives, NYS CCLS, ACUITY, ARIS and SCANTRON-Ed Performance.
 - > Sessions will be offered to ELL parents to inform them about specific services and resources available for their children. At an Open House, an orientation session on state standards, NYSESLAT assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs will be delivered.
 - > Targeted sessions will be offered to special education parents to notify them of the Continuum of Special Education, the spectrum of related services available, the resources set in place to support their children, as well as community-based resources available.
 - > Parents of special education students and ELL students who are in our prekindergarten classes are offered Early Childhood [PreK] workshops which will focus on basic early educational concerns, health care, and financial planning; and childhood development.
 - > Guidance oriented workshops will focus on areas of parent concern, as indicated on the DOE Environmental Survey and from other parent inputs, such as bullying, bus safety and other safety issues, middle school dating, latch-key after school priorities, etc.
- Responsible Staff members – Principal, Parent Coordinator, PK Social Worker, Guidance & Mandated Counselors, Network Liaison, outside providers

- Implementation Timeline – September 2011 through June 2012

Strategy #2:

- Participation in School Activities – The school calendar of events will be disseminated each month. School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school/Parent-teacher conferences. When necessary, translators will be available, so all parents will understand all proceedings at meetings and can understand communications of school staff. Additional accommodations will be made for parents with disabilities so that they too can participate. An outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities. Parents will be invited to attend culminating celebrations marking their child's success at the school. Student of the month celebrations and an Honor's Night will be held periodically during the school year. Efforts to conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school will be made. Collaborations will be built to support the work of our SES providers and our CBO After School Program; and their activities.
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academic standards. Professional development offerings will include: SESIS, ARIS training, PD 360, Earobics REACH, differentiated training to meet the needs of both new and experienced staff that addresses individual strength and weaknesses, grade level needs, content area focus, teachers' and students learning styles.

#2 - Professional Development for staff will be coordinated at PS/I S 328 by a Professional Development Team, which includes the Network Liaison Leader, Principal, Assistant Principals, Literacy and Math Coaches, and UFT Teacher Center Facilitator. The Professional Development Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and others content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development will encompass model lessons, workshops, institutes, study groups, reading in professional literature, conferences and follow-up classroom technical assistance, PD 360 and ARIS Learn. All professional development activities will be undertaken to address the specific needs of targeted staff groups.

#3 - In addition, a teacher mentoring program, which is a critical component of the support and professional development for new teachers, will be available at PS/IS 328 for new staff. This program takes into accounts the mentoring needs of all new teachers, including new Teaching Fellows/ Alternate Certification Teachers, Related Service Providers, etc.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal. Administrators will participate in all school-based professional development activities, and will also be supported by the Network Liaison Leader, a principal mentor, and Network Instructional Specialists to strengthen the following:
 - Instructional Leadership
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 - Time management
 - Launching instructional initiatives
 - Uses of technology in carrying out administrative duties - e-mail, excel, OORS, SESIS, Observation 360, etc.
 - Data analysis and using data
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also be reviewed to identify other factors that may affect student performance, i.e. health, homelessness, at-risk behaviors, attendance, school climate, professional development, parent involvement, and student satisfaction. Periodic review of SBST processes and evaluation trends will further inform decisions.

Levers to impact effective methods and instructional strategies that are based on scientifically-based research are:

- Increased amount of quality learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Provision of an enriched and accelerated curriculum which ensures the use of culturally balanced instructional programs and materials.
- Initiatives to reach the educational needs of historically underserved populations, low academically achieving children and those at-risk members of the target population which fall into the Achievement Gap. These initiatives may include counseling, pupil services, mentoring services, college and career awareness/preparation, opportunities for applied learning, and the integration of vocational and technical education programs.
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- The use of appropriate instructional materials for English language learners (ELL/LEP) and special education students.
- The provision of Academic Intervention Services (AIS) to meet the needs of all students who require additional assistance to meet the State standards in ELA, Mathematics, Science, and Social Studies.

A local Community Based Organization Groundwork (CBO), provides an after school support in reading, mathematics, arts and craft, and other areas. In addition, SES programs are available to students: Learners' First and Academic Advantage are used as an academic extension of the school day. The TITLE III allocation provides support to our ELL's at different levels during the Saturday Academy with the skills and strategies to acquire the language at all levels of performance. In addition school enrichment activities such as dance, flag football, rugby, wrestling and swimming address other needs of the 'whole child'.

All school-wide reform strategies being implemented at PS/IS 328K, are designed to implement the District Comprehensive Educational Plan (RDCEP) and District Comprehensive Educational Plan addendum. The district will work closely with the school to consolidate, coordinate, and integrate all allowable Federal, State, and local programs, including Title I, Part A services, to ensure that a comprehensive and unified educational program provides high quality instruction, and student support services to all students served by the Title I School-Wide program.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Title I: Two assistant principals, five teachers, one guidance counselor, professional development for teachers and staff, and parent workshops.
- FSF: An assistant principal and the principal, dean, school secretary and twenty teachers.
- Title II: One teacher, one dean, and OTPS, supplies.
- Title III: Per session coverage and preparation period coverage.
- Children First Network: Teachers, paraprofessionals, school aides and preparation coverage.
- Contract for Excellence: Teacher, Math Coach, AIS teacher, and per session.

- School Support Supplement: one Dean and two teachers.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- By June 2012 through a variety of parent involvement/notification strategies, we will further improve communication between school, parents, and the community by providing ongoing feedback regarding school wide goals designed to increase learning outcomes in the classroom.

Comprehensive needs assessment

- Based on the 2010-2011 New York City School Environment Survey communication between school, parents, and community PS/IS328K had an increase of approximately three points from 2009 - 2010 school year. Based on the data from the 2010-2011 report we scored 6.4 out of a possible score of 10, which still leaves us below city average for communication.

Strategies/activities

- Alignment of communication between all students, staff, parents, Community Based Organizations, NYPD, District 19 schools, NYC Health Organizations, College/Universities, Parent Association, School Leadership Team, Parent Coordinator/Parent Outreach.
- Periodic Progress Reports (school, classroom teacher, SBST (School Based Support Team), and support staff
- Parent Workshops: Respect For All: Sexual Harassment, Bullying/ Harassment, Discipline & Suspensions, Test taking techniques/study strategies, Counseling Services/resource help, Understanding the IEP (individualized Education Plan).
 - Open School Night/ Orientation, and Meet and Greet Night
 - Parent/Teacher Conferences
 - Career Week
 - Parent Learning Leader Program / Cookshop for Families [NYC Food Bank]
 - Performance Learning Systems (Professional Development for Teachers).
 - NYPD Explorers/Community Service Program
 - District19 High School Peer Intervention Program (tutoring/mediation/Conflict Resolution)
 - Touro College Internship Program/ Teacher Professional Development
 - Referrals: Brookdale Hospital, Kings County Hospital, and NYPCC (New York Psychotherapist Counseling Center).

Strategies to increase parental involvement

- Monthly Newsletter/Calendar
- Automated Phone System
- PTA Luncheons/trips/Monthly Information Meetings.

Startegy #1:

- Workshops – available to all parents, general education – special education – English Language Learners, including TITLE I parents, to inform them of School Goals, Citywide Initiatives, NYS CCLS, ACUITY, ARIS and SCANTRON-Ed Performance.
 - > Additional sessions will be offered to ELL parents to inform them about specific services and resources available for their children. At an Open House, an orientation session on state standards, NYSESLAT assessment program, school expectations and general program

requirements for bilingual education and/or free standing ESL programs will be delivered.

- > Targeted sessions will be offered to special education parents to notify them of the Continuum of Special Education, the spectrum of related services available, the resources set in place to support their children, as well as community-based resources available.
- > Early Childhood [PreK] workshops will focus on basic early educational concerns, health care, and financial planning; and childhood development.
- > Guidance oriented workshops will focus on areas of parent concern, as indicated on the DOE Environmental Survey and from other parent inputs, such as bullying, safety issues, middle school dating, latch-key after school priorities, etc.
- Responsible Staff members – Principal, Parent Coordinator, PK Social Worker, Guidance Counselor, Network Liaison, outside providers
- Implementation Timeline – September 2011 through June 2012

Strategy #2:

- Participation in School Activities – The school calendar of events will be disseminated each month. School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school/Parent-teacher conferences. When necessary, translators will be available, so all parents will understand all proceedings at meetings and can understand communications of school staff. Additional accommodations will be made for parents with disabilities so that they too can participate. An outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities. Parents will be invited to attend culminating celebrations marking their child's success at the school. Student of the month celebrations and an Honor's Night will be held periodically during the school year. Efforts to conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school will be made. Collaborations will be built to support the work of our SES providers and our CBO After School Program; and their activities.
- Responsible Staff members – Principal, Asst. Principals, Parent Coordinator, PK Social Worker, Guidance Counselor, Teachers, support staff, PTA
- Implementation Timeline – September 2011 through June 2012

Strategy #3:

- Participation in School PTA, SLT, PAC, Committees – The school and the PTA will encourage parents to participate in school activities and will encourage parents to share their needs and concerns. Parents as full partners in their child's education will be included, as appropriate, in decision-making and on advisory committees to assist in the education of our students; and carry out other activities, such as those described in No Child Left Behind legislation and section 1118 of the ESEA. The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State. An annual Title I meeting will be held; the Title I budget reviewed (including the 5% for parent involvement); and information related to the school's NYS Accountability status reviewed. Efforts to arrange school meetings at a variety of times will maximize parental involvement.
- Responsible Staff members – Principal, PTA President and Executive Board, Parent Advisory Council President, Teachers and other school staff
- Implementation Timeline – September 2011 through June 2012

Strategy #4:

- Support of Home-School Connections – The school believes that parents play an integral role in assisting their child's learning. With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school

will encourage parents to join in learning activities at home (library cards, home reading corner, book sales, following directions, reading recipes, creating responses to meet the '25 Books Read NYS Standard', etc.). The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs. Information will be shared with parents on English as a Second Language (ESL) classes; and GED classes, in both English and Spanish. Parents will be supported to engage developmental activities, such as workshops, conferences, classes, both in-State and out-of-State, that may be available to ensure family/student success.

- Responsible Staff members – Principal, Asst. Principals, PTA, Parent Advisory Council, Guidance Staff, Teachers and other school staff, CBO's
- Implementation Timeline – September 2011 through June 2012

Professional Development:

Monthly professional development for parents will be provided by the school and by the district parent coordinator. This professional development will focus on school life for students, unwrapping curriculum standards into parent-friendly language, assessment preparation at home (ie. practice, night-before rest/sleep, test-day breakfast), and health and medical issues for students/ families.

Professional Development is provided by professionals at PTA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.

Professional Development is provided for parents on the School Leadership Team (SLT), by Central DOE/Network providers, in order to assist team members in making informed decisions about school matters.

ELL Professional Development: School and District monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

Students with Disabilities/Professional Development: School and District monthly professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children. They will be notified that 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 is available.

- PS/IS 328K, will implement these strategies to promote effective parental involvement in our school, including specific actions to support the system-wide goal of making our school more welcoming to and respectful of parents. The Parent Support Offices, located in the Learning Support Center and district will provide parents with an additional point of entry into the school system beyond their children's schools. The office will handle parent concerns and issues that cannot be resolved at the school level. In order to accommodate parents' schedules, the office will be open five days a week during business hours as well as one weekend day and two evenings per week. Appropriate roles for community-based organizations and businesses in the community in parental involvement activities such as those described under No Child Left Behind legislation and section 1118 of the ESEA are being developed. We are continuing to search out model approaches to improving parental involvement.

Strategies for attracting Highly Qualified Teachers (HQT)

All teachers hired at PS/IS 328K, for the 2011-2012 school year will be “highly qualified” as defined in NCLB.

Highly qualified new teachers may include: Teachers who hold Transitional B certificates, including NYC Teaching Fellows, Teach for America Corp members, Peace Corps Fellows, and Columbia Urban Educators; and teachers who have NYS certification (CPT) but have not yet been appointed by NYC.

#1 - PS/IS 328K and the Network will provide extensive professional development and on-going and sustained in class support for all new teachers, and support for all school staff, at the school building level to enable all children in the school-wide program to meet the State’s academic standards. Teachers’ goals will determine professional development needs. Professional development offerings will include: ARIS training, PD 360, differentiated training to meet the needs of both new and experienced staff that addresses individual strength and weaknesses, grade level needs, content area focus, teachers’ and students learning styles, Performance Learning Systems, Discipline and Learning Styles, Kaleidoscope Profile, Child Abuse, Classroom Management, Curriculum Mapping, Technology, Culture Proficiency, Functional Behavioral Assessments/Behavior Intervention Plan, Writing A Quality IEP, Collins Writing Program, ELA & Math Common Core State Standards, Learning Walk/Classroom Inter-visitation protocols, Middle School Advisory Program techniques.

#2 - Professional Development for staff will be coordinated at PS/I S 328 by a Professional Development Team, which includes the Network Liaison Leader, Principal, Assistant Principals, Literacy and Math Coaches, and UFT Teacher Center Facilitator. The Professional Development Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and others content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development will encompass model lessons, workshops, institutes, study groups, reading in professional literature, conferences and follow-up classroom technical assistance, PD 360 and ARIS Learn. All professional development activities will be undertaken to address the specific needs of targeted staff groups. Administrators will provide timely feedback to teachers to monitor teacher efficacy.

#3 - In addition, a teacher mentoring program, which is a critical component of the support and professional development for new teachers, will be available at PS/IS 328 for new staff. This program takes into accounts the mentoring needs of all new teachers, including new Teaching Fellows/ Alternate Certification Teachers, Related Service Providers, etc.

Service and program coordination

- Groundwork CBO instructional/counseling/ tutoring/ recreational programs
- Brookdale Hospital, Kings County Hospital, and NYPCC (New York Psychotherapist Counseling Center).
- Reduced Lunch Program.
- HeadStart Program
- At Risk Mandated Counseling
- Peer Intervention

Administrators will participate in all school-based professional development activities, and will also be supported by the Network Liaison Leader, a principal mentor, and Network Instructional Specialists to strengthen the following:

- Instructional Leadership
- Clinical supervision of instruction
- Time management
- Launching instructional initiatives
- Uses of technology in carrying out administrative duties - e-mail, excel, OORS, SESIS, Observation 360, etc.
- Data analysis and using data
- Developing learning communities through action research groups, effective meeting strategies and rituals, focused walk-thought, retreats, etc.

PS/IS 328K will annually conduct a comprehensive needs assessment, as a critical part of the comprehensive educational planning process, to assess the effectiveness of instructional programs and educational strategies in supporting students towards meeting challenging State and City content performance standards. PS/IS 328K will use disaggregated student results on State and City assessments in Grades 3-8, Acuity benchmark assessment results, the early Childhood Language Arts System (E-Class II; along with DRA and ESI-R in grades PK-3), and multiple classroom-level measures to assess the achievement of students in relation to the State standards, and identify specific skills and areas of content knowledge and understanding in which cohorts of students need additional support in order to meet State standards. Qualitative data will also be reviewed to identify other factors that may affect student performance, i.e. health, homelessness, at-risk behaviors, attendance, school climate, professional development, parent involvement, and student satisfaction.

Levers to impact effective methods and instructional strategies that are based on scientifically-based research are:

- Increased amount of quality learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Provision of an enriched and accelerated curriculum which ensures the use of culturally balanced instructional programs and materials.
- Initiatives to reach the educational needs of historically underserved populations, low academically achieving children and those at-risk members of the target population which fall into the Achievement Gap. These initiatives may include counseling, pupil services, mentoring services, college and career awareness/preparation, opportunities for applied learning, and the integration of vocational and technical education programs.
- Effective use of technology to support instruction and student learning.
- The use of appropriate instructional materials for English language learners (ELL/LEP) and special education students.
- The provision of Academic Intervention Services (AIS) to meet the needs of all students who require additional assistance to meet the State standards in ELA, Mathematics, Science, and Social Studies.

A local Community Based Organization Groundwork (CBO), provides an after school support in reading, mathematics, arts and craft, and other areas. In addition, SES programs are available to students: Learners' First and Academic Advantage are used as an academic extension of the school day. The TITLE III allocation provides support to our ELL's at different levels during the Saturday Academy with the skills and strategies to acquire the language at all levels of performance. In addition school enrichment activities such as dance, flag football, rugby, wrestling and swimming address other needs of the 'whole child'.

All school-wide reform strategies being implemented at PS/IS 328K, are designed to implement the District Comprehensive Educational Plan (RDCEP) and District Comprehensive Educational Plan addendum. The district will work closely with the school to consolidate, coordinate, and integrate all allowable Federal, State, and local programs, including Title I, Part A services, to ensure that a comprehensive and unified educational program provides high quality instruction, and student support services to all students served by the Title I School-Wide program.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
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- Title I: Two assistant principals, five teachers, one guidance counselor, professional development for teachers and staff, and parent workshops.
 - FSF: An assistant principal and the principal, dean, school secretary and twenty teachers.
 - Title II: One teacher, one dean, and OTPS, supplies.
 - Title III: Per session coverage and preparation period coverage.
 - Children First Network: Teachers, paraprofessionals, school aides and preparation coverage.
 - Contract For Excellence: Teacher, Math Coach, AIS teacher, and per session.
 - School Support Supplement: one Dean and two teachers.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	1	1	N/A	N/A	1	1	1	1
1	1	1	N/A	N/A	1	1	1	1
2	1	1	N/A	N/A	5	2	2	1
3	30	30	N/A	N/A	5	2	2	1
4	30	30	1	1	5	2	2	1
5	20	20	1	1	5	2	2	1
6	30	30	1	1	5	2	2	1
7	30	30	1	1	5	2	2	1
8	30	30	1	1	5	2	2	1
9								
10								
11								
12								

Name of Academic Intervention Services (AIS)	Description
ELA	Students are receiving push in and pull out services. Small group instruction is provided to students during the day, during extended time and after school. A variety of strategies are used: data-based targeted skill review utilizing authentic literature, <i>Harcourt Trophies</i> Intervention Kit, Word Explorer, Finish Line Writing, Step Up to Success, Empire State ELA supplemental material, Kaplan Advantage, ACUITY selections, Earobics REACH
Mathematics	A push-in/pull-out model is offered to students for mathematics during the school day, and during after school. A variety of strategies are used: hands-on explorations, Problem of the Day, Everyday Math & Impact Math Differentiation Options, Empire State Math supplemental material, Kaplan Advantage, ACUITY selections, FIAT
Science	Small group instruction is offered to students during the school day. A variety of strategies are used: demonstrations and hands-on explorations, Science Olympiad tutoring, Strategies for Success [Middle School – Gd.8], Exit Project support, technology access
Social Studies	Small group is offered to students during the school day and during after school. A variety of strategies are used: Core Knowledge projects, Exit Project support, technology access; technology grant core group/FIAT
At-risk Services provided by the Guidance Counselor	Students are serviced by our guidance counselor during the regular school day and during after school. A variety of strategies are used: mediation, personal/social skill development, building home-school connections, time management planning; follow up to advisory groups' topics, mentoring for detention students who have repetitive patterns of behavior.
At-risk Services provided by the School Psychologist	Our school psychologist works with at-risk students identified with repetitive patterns of disrupting the educational process. A variety of strategies are used: reflection, developing peer relationship expectations, managing choice, confrontation: responsibility & consequences
At-risk Services provided by the Social Worker	Our school social worker also works with our at-risk population. Many of our students come to school from overwhelming family situations. A variety of strategies are used: establishing boundaries, building self-esteem, comprehending responsibility within social frameworks
At-risk Health-related Services	Our school nurse supports students in need of medical and health related issues. She conducts 'Asthma Classes' twice a year for targeted students. She conferences with students and parents about health-risks (ie. lice, ringworm, bed bugs, etc.)

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

2011-2012

// PS/IS328K CEP

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 19K328 **School Name:** Phyllis Wheatley Public School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Our data indicates that of the 318 students in grades 3-8 that took the 2010-2011 NYS ELA Assessment (28%) scored at Level one(1), or 89 students;(51%) scored at Level two(2), or 162 students, (21%) scored at Level three(3) or 66 students. Seventy three students were tested in grade three; thirty percent (30%) scored level one (1) or twenty one students; Forty four percent(44%) scored level two (2) or thirty two students (32); Twenty six percent (26%) scored level three or eighteen students (18). In grade four, forty three students were tested (43), twenty one percent(21%) scored level one (1) or nine students(9); fifty eight percent (58%) scored level two(2) or twenty four students(24), and twenty one percent(21%) scored level three(3) or nine students(9); Fifty seven students were tested in grade five, twenty-six percent(26%) scored level one(1), or fourteen students(14), sixty percent(60%) scored level two(2) or thirty four students(34), and fourteen percent (14%) scored level three (3) or seven students; Forty eight students were tested in grade six(48), forty six percent scored level one, or twenty two students, thirty eight percent scored level two(2) or eighteen students(18), and seventeen percent(17%) scored level three or three students(3); Forty three students were tested in grade seven, twenty eight percent(28%) scored level one(1) or twelve students(12), sixty three percent (63%) or twenty seven (27) students scored level two, and nine percent(9%) or three students scored level three(3); Fifty four students were tested for grade eight, seventeen percent (17%) scored level one(1), fifty percent(50) scored level two or twenty seven(27) students and thirty three(33%) percent or seventeen (17) students scored level three.

Based on the NYS Math exam, three hundred and thirty one students were tested last year, twenty four percent scored level one(1), or eighty students, fifty percent scored level two(2) or one hundred sixty five, twenty three percent or seventy three students scored level three and two(2) percent scored level four(4). Seventy five students were tested in grade three, twenty one percent or fifteen students scored level one, fifty five percent or forty one students scored level two(2), twenty one percent or fifteen students scored level 3 and three percent scored level four(4); Forty six students were tested in grade four, twenty two percent scored level one(1), fifty four percent or twenty four students scored level three(2) and twenty percent scored level three or nine students; fifty nine students were tested in grade five, seventeen percent or ten students scored level one(1), sixty four percent or thirty seven students scored level two(2), nineteen percent or eleven students scored level three; fifty two students took the exam for grade six(6) forty eight

percent or twenty four students scored level one, forty percent or twenty students scored level 2, twelve percent or six students scored level 3; forty five students were tested in grade seven, twenty four percent or ten students scored level two, forty seven percent(47) or twenty one students scored level two, twenty four percent or ten students scored level three; fifty four students were tested in grade eight, fifteen percent or eight students scored level one(1), thirty nine percent scored level two(2) or twenty one students, forty three percent or twenty three students scored level three.

Our data indicates that of the 331 students that took the NYS 2011 Math Assessment, 80 students performed at Level 1 from Grade 3 through Grade 8.

167 students performed at Level 2; leaving only 76 students performing at Level 3 and 8 students reaching a Level 4 performance.

School-wide: 24% Level 1 students
50% Level 2 students
23% Level 3 students
02% Level 4 students
99% of students

After conducting our needs assessment anchored by analysis of NYS Math Assessment results and the February ACUITY Predictive Assessment (NYCDOE), the SLT, Inquiry and PD Teams found that there is a consistent discrepancy between the results of the ACUITY Predictive Assessment with the actual results achieved on the spring NYS Math Assessment throughout the grades. The ACUITY Predictive Assessment was administered with only the multiple choice questions, leading analyzers to discern a need for our students to improve their writing abilities to respond to short-response and extended-response math questions. Students with Disabilities have begun to show some performance progress, as exemplified by the Grade 3 performance of SWD (33% Level 3 and above). Our LEP student group also showed some progress in Grade 3 (13% Level 3 and above) and Grade 7 (33% Level 3 and above). As this is still minimal progress with these subgroups, we will continue developing teaching practices to differentiate lessons and tasks, including the use of manipulatives and math games, to further effect student progress for the 2011-12 school year. An additional emphasis will be placed on the truly half of our student population that settled in Level 2; revisiting grade-level standards (both current NYS and Common Core Standards) with teachers to impact rigorous instruction in the classrooms; which raises expectations and supports focused practice as a lever for reaching grade level proficiency for an increased number of students.

The needs above are substantiated by already existing evidence as noted in the February 2011 recommendations made in the NYSED/NYCDOE Joint Intervention Team Report:

Negative trend data – 2008-2009 and 2009-2010 for one or more identified subjects/subgroups

Increase in the number of subgroups not making AYP [Annual Yearly progress] in identified areas

10 points or more away from meeting our EAMO [Effective Annual measurable Objective]

Increase in the Achievement Gap between identified subgroups and the ‘All Students’ subgroup

Recommendations - Development of curriculum in all core areas

Enhance capacity of teachers to use higher-order thinking and questioning techniques

Develop appropriate high expectations among all stakeholders

One of the finding of the JIT is to analyze data regularly and streamline its use to improve overall school practices and programs.

Identify teachers’ PD needs and develop a comprehensive PD plan which includes training to meet differentiated needs of students.

Another finding and recommendation of the JIT, is for the Network to work with the school on the development of curriculum in all core areas and ensure that it is clearly aligned with the current NYS Learning Standards.

Curriculum should be aligned to the new NYS P-12 Common Core Learning Standards in English language Arts and literacy and mathematics to prepare for implementation in school year 2012-2013. All curriculums should be developed and trained individuals (national, state, or local) who understand the key elements of curriculum development.

- b. All teachers and administrators should participate in professional development (PD) on how to plan and implement a curriculum with rigor, as well as delivery methods that are student centered. The curriculum should be relied upon as the basis for assessing the individual student mastery and progress. Walkthroughs and formal evaluations should include how well the teacher knows and implements the curriculum in the subjects being taught.
- c. Provide rigorous PD and ongoing support to enhance the capacity of teachers to use higher order thinking and questioning techniques, particularly in ELA.
- d. 4. Administrators should monitor and model these techniques to ensure that all students have regular opportunities to develop these key learning skills.
- e. Provide Professional Development and ongoing support to increase teachers' repertoire of instructional strategies for differentiation and effective grouping so that students are more engaged in their work and have opportunities to engage in a range of activities and tasks to meet their learning needs. Administrators should monitor and model these techniques.
- f. School leaders should require teachers to plan lessons that include thoughtful subdivision of activities with clear timelines for completion so that pace increases, resulting in higher levels of engagement and challenge for all students.
Teachers should incorporate learning goals that are aligned to NYS standards in student-friendly language into all lesson plans and communicate these in writing and verbally to students so that they have a clear understanding of how to improve the quality of their work.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Strategy #1:

- Professional Development - Teacher Teams/ common planning time will be given for teachers on each grade weekly; to design coherent instruction, alignment instruction with developing curriculum maps, the NY State Standards/ CCLS, and the NYCDOE Focus Domains; as well as creating and revising performance tasks as assessment tools. Training teachers to evaluate the effectiveness of their instructional strategies and activities using rubrics, including familiarization with Danielson's Framework for Teaching, ARIS Learn and PD 360. To further develop Inquiry Teacher Teams' analysis of student work using selected protocols, that develop a continuum which reflects upon student outcomes and teaching practices.
- Target Population – Teachers in Grades PK-8
- Responsible Staff members – Principal, Assistant Principals, Building Coaches, Data Specialist, Network Support Staff
- Implementation Timeline – September 2011 through June 2012

Strategy #2:

- Infrastructure for Student Success – PS/IS328 will incorporate double math blocks utilizing the workshop model, daily Problem of the Day problem solving, consistent small group instruction, differentiated tasks/assessments, conferring with students, structured peer evaluations, scheduled targeted skill group work with reduced class size, data-based extended day small groups, SES collaboration to meet at-risk student needs, test prep sessions including ACUITY use; and enhance teacher sensitivity to learning styles/multiple intelligences and opportunities for professional growth through inter-visitations.
- Target Population – Teachers and Students PK-8
- Responsible Staff members – Principal, Asst. Principals, Teachers in Grades PK-8, Building Coaches, Data Specialist, outside consultant

- Implementation Timeline – September 2011 through June 2012

Strategy #3:

- Collection/Triangulation/Analysis of Data – Academic, professional, and other school goals will be developed, monitored and revised to promote student achievement. Multiple data sources will include, but are not limited to, prior test results, teacher-made assessments, rubric performance results, student self-reflections, portfolios, core program assessments, authentic tasks, exit projects, report cards, ACUITY/NYCDOE assessments, Inquiry Space, informal teacher observations, etc. The Data Specialist will be included in all communications in order to periodically “cleanse” our DOE data systems.
- Target Population – Principal [PPR], SLT, Asst. Principals, Data Specialist, Teachers, Students PK-8
- Responsible Staff members – Principal, SLT, Asst. Principals, Teachers and Support Staff in Grades PK-8
- Implementation Timeline – September 2011 through June 2012

Activity #1:

- Student Celebration Activities – Project-based assignments (written, visual, and oral presentations), field trips with math connections to real life highlighted, math contests, a math fair/showcase, assembly award presentations/certificates, and in-class celebrations of success will all support high expectations for student progress; school Shining Star Awards.
- Target Population – Students PK-8
- Responsible Staff members – Asst. Principals, Teachers and Support Staff in Grades PK-8, Parent Coordinator, PTA
- Implementation Timeline – September 2011 through June 2012

1. The Network will work collaboratively with teacher teams to develop curriculum maps that are aligned to the CCLS and NYS standards. We will incorporate rigorous and coherent instruction and tasks across grades and subject areas so that all learners demonstrate deep thinking and are cognitively engaged.

Series of workshops over a period of time: team meetings: curriculum, goals, QR, Instruction, Danielson’s Framework. Teacher teams will meet weekly to plan for and set instructional outcomes that are clear and have high expectations that are aligned to the CCLS and the NYS standards, as well as, designing differentiated rigorous tasks based on the needs of students which is disseminated in concise student-friendly language. The school will work on Implementing a rigorous curriculum.

2. Engage in professional development that allows teachers to reflect on their practices: i.e. organizing content (concepts, skills, and processes) to show increasingly rigorous expectations as students move across cognitively challenging tasks through the use of pacing, higher order questioning techniques and student engagement.
3. Network Liaison, administrators and teacher teams will work collaboratively to align and reflect on assessments and student responses in order to adjust instructional decisions, determine flexible grouping, monitor student learning to ensure students are actively constructing meaning and transferring learning to authentic tasks.
PD Plan: Rigor, Higher Order Thinking, Differentiation, groupings, Rubrics.

Administrators and teacher teams will collaboratively evaluate and adjust lessons that address future curricular and instructional practices in response to student learning needs and the expectations of the CCLS as they focus on building instructional coherence that results in rigorous engagement and cognitively challenging activities for all students.

- Lesson plans will be monitored and collected on a regular basis.
- Teachers will plan and set instructional outcomes that are aligned to the CCLS/NYSS that are clear, concise and written in student-friendly language. The instructional outcomes will be structured so they clearly communicate the students’ learning expectations: i.e. What they need to know and be able to do for mastery.

The school should develop a plan for how technology is to be used in classrooms and ensure that teachers are provided with sufficient support to integrate technology into their instruction.

In order to be able to meet this target, our school will be using monies from the grant towards supporting teachers in the training and skills to be able to use computers as a resource. Teachers will make strategic instructional decisions to enhance student learning through the integration of appropriate use of technology (digital cameras, iPods, smart boards,

overhead projectors, calculators). Our school will develop a Tech plan and have a weekly focus: technology use in the school.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

Professional Development for staff will be coordinated at PS/I S 328 by a Professional Development Team, which includes the Network Liaison Leader, Principal, Assistant Principals, Literacy and Math Coaches, and UFT Teacher Center Facilitator. The Professional Development Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and others content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development will encompass model lessons, workshops, institutes, study groups, reading in professional literature, conferences and follow-up classroom technical assistance, PD 360 and ARIS Learn. All professional development activities will be undertaken to address the specific needs of targeted staff groups.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
In addition, a teacher mentoring program, which is a critical component of the support and professional development for new teachers, will be available at PS/IS 328 for new staff. This program takes into accounts the mentoring needs of all new teachers, including new Teaching Fellows/ Alternate Certification Teachers, Related Service Providers, etc.

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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.

Parents will be notified in all five languages identified during the HLS and during the Parent Teacher conferences and Parent's Association meeting and letters will be sent home to parents as well describing the reasons we a corrective action school and the areas and subgroups that we need to work with to meet the AYP. We will be sending home letters stating we are a Corrective Action School and the subgroups that are in need of improvement and the content area of ELA and Mathematics.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Charles Amundsen	District 19	Borough Brooklyn	School Number 328
School Name Phyllis Wheatley			

B. Language Allocation Policy Team Composition [i](#)

Principal Douglas Avila	Assistant Principal Ms. D. Teron
Coach Maria Romero-Toral	Coach Kindra Holoway Hargrove
ESL Teacher Ms. Tian- Common Branches/ESL	Guidance Counselor Dawn Brown
Teacher/Subject Area Ms. Spencer- Early Childhood	Parent Mr. William Furse
Teacher/Subject Area Ms. Romero- Spec.Ed.Sp./ESL	Parent Coordinator Ms. S. Stroman
Related Service Provider	Other type here
Network Leader Patricia Tubridy	Other type here

C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	2	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	492	Total Number of ELLs	58	ELLs as share of total student population (%)	11.79%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. Parents of newly enrolled students are required to complete the Home Language Identification Survey (HLIS) as part of the registration process in our school. Ms. Romero-T. An ESL/NLA (Spanish) licenced teacher, orally interview the parents in their native language when necessary. Parents are asked to come to an orientation session because the HLS indicates that students who speak a language other than English will be assessed by using the LAB-R. We explain to the parent that if the student falls in any of the three levels, then he or she must be tested in Spanish by Ms. Romero, the Bilingual/ESL/Spanish teacher. Students are also informally interviewed by Ms. Tian the ESL teacher to determine the fluency level of the English language. Then, Ms. Tian, and the coordinator, Ms. Romero-T, identifies who may be eligible for the Spanish Language Assessment Battery (LAB-R) to determine eligibility for ESL/bilingual services. The English LAB-R is administered by Ms. Tian within the first 10 days of students initial registration, and if the student does not test out, Ms. Romero immediately administers the Spanish LAB-R. Students who come from a home where a language other than English is spoken (as determined by the HLIS) and whose raw score falls below a certain threshold on the LAB-R are entitled to bilingual/ESL services.

In order to determine which students will be taking the NYSESLAT Test, the coordinator and Ms. Tian verify students' scores from the previous assessment. Information is being taken from NYSTART, and ATS to ensure that all students who are eligible will be taking the test. In addition, the RLAT information is used in conjunction with the RLER to identify the new admits, who were identified as ELLs to assure their placement level and to prepare them for the coming NYSESLAT. The ESL teachers review the procedures and the dates that students will be administered the NYSESLAT in the four modalities. The schedule is followed in accordance to the city guidelines and memos. The test begins in the month of April with the speaking modality first. Then the other three modalities will follow as per schedule.

For parents who have chosen a TBE/DL program the coordinator calls the parents and notifies them that based on their selection the school at that time is unable to offer that placement. Parents are informed that in order to open a bilingual class setting, the school will need a certain number of students to create the class, and if the school does not have that number, the school will be unable to open the setting at that moment. Parents are also informed that in the event that we have the number required to open the class, we will notify them. In addition, the school will inform the parent about the school that offers the programs. If we are able to find a setting for the student, a notification will be sent to parents informing them about the availability of the setting.

As soon as students are tested, and if the students do not tested out, an "Entitlement Letter" is issued to parents, which notifies the eligibility of the student to receive the ELL service. Parents of entitled students are invited via mail to attend to an orientation video, which explains the different ELL programs offered by the NYCDOE. For parents who speak Spanish, translation services in Spanish is provided during the orientation as well. For parents whose language is other than English, we contact some members of the community who speak the same language. In addition, parents receive information about the core curriculum, the Common Core Learning Standards, the ESL learning standards, the school expectations, and the different types of assessments which are used to measure students' progress. Parents are given the "EPIC Tool Kit Forms" to assure parents' understanding of the programs

and opportunity to identify the program which fits their children's needs. At this time, both the Parent Coordinator, Ms. Samone Stroman, and the ESL Coordinator -Teacher, Ms. Romero, explain to parents about the different types of ELL programs. At the same time, questions and concerns are addressed before, during, and after the orientation. Brochures in parents' native language are also provided to assure parents' understanding of the options that they have.

After the orientation, parents are asked to complete the "Parent Survey and Program Selection", of which are translated in parents' native language. Then, parents are asked to select the program they feel is the best program for their children. Orientation for parents of new students are offered after students are LAB-R. Workshop sessions are offered during the first week of every month, or when necessary. Parents are provided with a fully bilingual pedagogue, who speaks Spanish. Parents then acknowledge that their ELLs will receive the ESL services for the 2011-2012 school year.

After the orientation, parents are informed that the children will be placed in the setting that was chosen by the parent.. Placement letters' are send immediately after the orientation. After reviewing parents's choices for students who are long term ELL's in the program, parents that have chosen Free Standing ESL Program as appropriate for their kids.

After the orientation session parents are asked to chose the program they would prefer and feel that is the best prram for their children, parents are requested to return the form to the ESL coordinator or Ms. Stroman, Parent Coordinator.

During the first ten days of school registration, using the LAB- scores, the ESL coordinator assures that copies of placement letters are sent to parents notifying them that the children will continue to be placed in the class and grade he/she started, but also informing them, that as the student is identified as an ELL, he/she will be receiving the services of the Freestanding ESL program, which is the program that PS/IS 328 offers at that moment. Parents are explained that the student will not be placed in a bilingual class because the school does not offer the program nor the school offers a bilingual program.

Copies of Entitlement letters, Non Entitlement, Placement, and Continued Entitlement letters are placed in the COMPLIANCE ESL BINDER, which is in room 218, and other copies are mantained in the Principal's Office.

Students who did not pass the NYSESLAT, their parents will receive the Continued Entitlement Letter, which explains to parents about the status of the student. That the student will continue to be receiving ESL services. Parents are also reminded that based on their choice at the beginning, which was done when the child was LAB-R for the first time. The first time their child attended Public School, they will continue to be receiving ESL service for the current school year (2011-2012).

In order to determine which students will be taking the NYSESLAT Test, the coordinator and Ms. Tian will verify students' scores from the NYSESLAT TEST that occurred over the Spring 2011. Information is being taken from ATS to ensure that all students who are elegible will be tested in all four modalities. In addition, the RLAT information is used in conjunction with the RLER to identify the new admits who were identified as ELLs to assure that their placement level and to prepare them for the new coming NYSESLAT exam. The ESL teachers will review the procedures and the dates when students are to be administered the NYSESLAT on all 4 modalities. The schedule is followed in accordance with the city guidelines and memorandums. The test begins in the month of April with the speaking modality first. Then, the other three modalities will follow as per schedule.

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●

This school offers (check all that apply):

Transitional bilingual education program	Yes● No*	If yes, indicate language(s):
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Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
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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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	5	9	8	8	8	5	8	4						55
Total	5	9	8	8	8	5	8	4	0	0	0	0	0	55

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	59	Newcomers (ELLs receiving service 0-3 years)	40	Special Education	8
SIFE	3	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	9

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	40	1	3	10	2	2	9		3	59
Total	40	1	3	10	2	2	9	0	3	59

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
Chinese														0
Russian														0
Bengali														0
Urdu														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____ Asian: ____ Hispanic/Latino: ____
 Native American: ____ White (Non-Hispanic/Latino): ____ Other: ____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	3	9	6	8	3	6	5	5					48
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1							1
Haitian						1	2							3
French	1													1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1	1	1	1		1							6
TOTAL	5	4	10	7	9	4	10	5	5	0	0	0	0	59

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

A. Programming and Scheduling Information

1. PS/IS 328 offers ESL support to eligible students via our Freestanding ESL Program. There are two licensed ESL teachers supporting English language learners. One ESL licenced teacher (Ms. Tian) offers 360 minutes of ESL instruction weekly to our beginners and intermediate ELLs, and 180 minutes weekly to the advanced ELLs in compliance with Part 154 of the Commissioners Regulation. ESL students have been place heterogenuously together in the same class by grade, to facilitate the delivery of services. The ESL teacher pulls-out or pushes-in groups of students by grade and ability to maximized intervention. ESL students are sitting in a room that provides an stimulating and safe environment. In order to support the acquisition and development of the second language, the teacher maintains the room's athmosphere welcoming to all students. Students interact with one another, as well with adults. This allows students to feel more confident, secure, and safe while learning the new language.

ESL teachers provide a classroom environment that is reach in materials and opportunities for exploration and it aslo provides an environment that encourages positive development and growth in every way. The room arrangement reflects and supports children's needs and interests.

The room is labeled and print rich, reading materials are differentiated to promote understanding and comprehension on the reading content area. New vocabulary words are written in native language to support students.

Moreover, students have opportunites the get involved in the use of computers were students have the opportunity to work individually or in group activities. The use of technology is also offered to students either in groups/pairs/indipendent.

Under Title III funds, begginer ELLs receive supplemental intervention 4 days a week (180 minutes) with our second ESL teacher (Ms. Romero), ACCESS Newcomers is a program that is used for beginning English language learners. The program infuses the development of high frequency vocabulary words. Lessons are provided to students to develop the four modalities. Furthemore, during this time ELL students receive support in reading, math, science, social studies and test taking preparation skills.

ESL teachers have experience with various English learners' groups in the field of language acquisition. Lessons are aligned with NY State Learning Common Core Standards, ESL standards, and CORE curriculums in Literacy, Math, Social Studies and Science and serve as a support to the classroom teacher. Our staff receives professional development training in how to implement strategies and skills which are needed for the success of ELL students. ESL strategies, alignment of materials, and use of many ESL methodologies are provided as models to ensure that our ELL students are supported at all times. In K - 3, ELLs receive extra ESL intervention during the reading block students are receiving extra interventions through curriculum maps. Some of the ESL interventions included are strategies such as Total Physical Response (TPR), modeling, use of pictures and realia, use of graphic organizers, action games with songs to scaffold children's language acquisition and skills.

In the upper grades (grades 6-8) our ESL program has a greater emphasis on content area instruction and skill development. The ESL teacher uses strategies such as speaking/guessing games, English Bee, picture flashcards, tape recorder activities, writing graphic organizers, TPR, word study games, etc. Instruction is standards based and is aligned with the LAP and CEP goals. Instructional resources are standards based.

In our pull-out model, ESL teachers and homeroom teachers align materials to target student's needs. In all content areas, students are exposed to the same material. During the literacy block, ELA teachers and ESL teachers immerse students to the same reading material. Literature is examine in conjuntion with the ESL and the homeroom teacher(s) before is given to students. This analysis helps to anticipate difficulties that ELL students may have with the text, so the teachers may modify or implement certain strategies as visuals or audio activities. Then, teachers prepare materials to present the text clearly to the ESL students. Book notes, vocabulary study, pictures, and graphic organizers are some of the adaptations used to present text. The teacher clarifies the task and works with each student individually to accomplish the classroom goals. The ESL teachers also use their own libraries and resources. Reading and writing skills are developed through language exercises, reading skill study, vocabulary study, dictionary use. ESL teachers adapt math materials via word study, use of manipulatives, less complex sentences/vocabulary and skills review. We develop projects in coordination with technology teacher, and this is enriched by the students' access to the technology laboratory.

Plan for Newcomers:

For all newcomers, teachers select strategies to infuse the development of the language by using peer buddies, hands on materials, and activities while keeping student's expectations realistic for their level. During the hands on activities, such as the use of a calendar/opening, science experiments, and art, students are more involved in developing their listening skills. They are also exposed to the language and vocabulary related to the content by following the teacher's and buddies movements.

The focus with newcomers is on continued language acquisition, survival skills, and content area skills by using the TPR technique. Daily intervention include ESL strategies to the development of the four modalities which are Listening, Speaking, Reading and Writing. ESL

A. Programming and Scheduling Information

teachers also adapt materials used by homeroom/subject teachers in the content area and language instruction.

Instruction is differentiated for newcomers during the acquisition of the language. At this level students remain as silent learners, they are encouraged to participate in choral reading activities, tasks are differentiated by using the three tier format.

The ESL teachers' schedules directly fulfill the number of mandated instructional minutes. Beginners and Intermediates receive 360 minutes of ESL per week, and Advanced students receive 180 minutes. In the ESL classroom, the ELLs are exposed to a classroom environment that facilitates the acquisition of the English language. The room is labeled, and print rich to encourage students learning. Differentiated Literacy materials are in all levels to facilitate reading comprehension development. Libraries and dictionaries, glossaries in students native language are available. For students whose language is not available, these students are immersed in rich conversations with more fluent students. The use of technology such as: computers, recorders, radios, etc. are also used for instruction. To continue developing students second language acquisition, pupils can choose from a variety of software which will help to develop their vocabulary, pronunciation, fluency and reading comprehension. Daily intervention includes ESL strategies such as TPR, modeling, inquiry, use of pictures and realia, writing graphic organizers, the writing process, phonics games and activities, games with song, speaking/guessing games, and glossary usage, picture flash cards, science experiments to scaffold students' language acquisition.

Plan for SIFE

Students that are recognized as Sife students, first we keep the same expectations as realistic as possible at the beginning of the year and then we raised expectations up, as students are making progress. A variety of materials are used during instruction such as, pictures, realia, videos, starting from concrete material and gradually moving on to abstract concepts. Graphic organizers are used before, during, and after instruction to help make learning visual for SIFE ELLs, and promote higher level thinking skills in all content areas.

Lessons are developed with emphasis on vocabulary acquisition, language structure, and content area skills. ESL teachers also highlight the writing process by using the six traits of writing material that focus in all the following areas: ideas, organization, voice, word choice, sentence fluency, and conventions. In addition, to continue developing writing skills, students are using the Writing Collins Program,

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
For ELLs/SWD who are sitting in a self contained classroom, these students are immersed with students in a general education settings, ESL teachers provide support to these students using cooperative learning strategies with different groups. Groups are composed of students who receive daily ESL interventions. The ESL/Special Education teacher accommodates special education students according to student's levels of performance, and providing in	100%	100%	100%
and implementing ESL methodologies. Teachers involve all students in the development of the language acquisition, their goal is to help students develop both oral and academic proficiency in the target language. Students who are in the beginning stage of the acquisition of the English language are mostly participating as	75%	75%	75%
promote understanding of the language. Beginner	50%	50%	50%
ELLs needs. Special education teachers and related service providers, speech therapists and SETTs teachers also collaborate with the use of ESL methodologies throughout their daily lessons.	25%	25%	25%
Resources and Support	25%	25%	25%
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

with the curriculum mapping at the appropriate grade level. During the reading block teachers include science and social studies lessons to promote student's understanding of the culture. materials include short stories for ESL students which tie into thematic units, alphabet blocks and intervention materials for lower level ELLs as lessons are modified depending the student proficiency level.

B. Programming and Scheduling Information--Continued

8. 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.

9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

10. What new programs or improvements will be considered for the upcoming school year?

11. What programs/services for ELLs will be discontinued and why?

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Intervention programs to targeted ELL's subgroup are put in place to support students' language development. All services offered to ELL's are in English. The newcomers are provided with 360 minutes of ESL services by certified ESL teachers. The ESL program develops skills in the four modalities listening, speaking, reading, and writing in English. Students use all modalities of the language for information and understanding as well as for literary response. A variety of instructional strategies and activities are implemented to ensure that the ELL's receiving service from 4 to 6 years meet and exceed the standards. The instructional strategies utilized by the two ESL teachers include: Cooperative Learning Approach, Language Experience Approach, and Cognitive Academic Language Approach. These strategies are utilized during a variety of theme based activities using a wide range of materials that include teacher created materials, trade books, story telling, and technology. ELL's/SWD receive services according to their IEP's. A variety of materials that include books and audio tapes are used daily to support fluency and comprehension as well as internet resources. The books include repetitive text structure, simple sentences, close picture match, games, etc.

Transitional support for ELL's reaching proficiency. The ELL students who reach proficiency on NYSESLAT test will no longer be serviced by ESL teachers. However, the students receive additional support services by AIS providers, in addition students on grades 3-8 that tested out are entitled to extra time in a separate location for testing as well as a third reading time of the listening passage.

Our school purchased new software programs for the current school year. Some of the programs are Earobics, and the Roseta Stone, which are computer/internet based programs. The school expectation is to accelerate students' acquisition of the language. With these programs students will continue developing their learning skills in all the areas.

The Programs are not changed, to determine student's reading lexile levels, ESL teachers will use as an assessment tool Scantron, Performance Series, which is a computer testing tool, in addition students are tested with the DRA, Acuity, and the Periodic Assessment during the Spring session. Informal assessments are not just used by the ESL teachers, but by all other teachers. Teacher's observation, one-on-one conferences are also used to monitor student's progress throughout the school year.

All students, ELL's and SWD are afforded equal access to all school programs. The school invites all ELLs and SWD to participate in all afterschool program. In addition, Title III offers Saturday programs specifically designed for ELL's. The purpose of the program is to provide students with opportunities to develop their literacy reading and writing skills. The Saturday program is developed in alignment with teachers daily curriculum and standards, but also modifies the learning based on student's proficiency levels. Special emphasis is giving in the areas of Reading and Math content. Students reinforce the concepts by practicing the skills in the technology room. All ELLs are also invited to participate in the SES after school program. The goal of the program is to support students learning in ELA, Math, Science, and Social Studies.

Instructional materials:

ESL teachers use a wide range of materials that include books and audio tapes to support fluency and comprehension. Curriculum maps and Earobics, is a research based program that supports student's development of the oral language, literacy, and the content knowledge. Lessons are tailored to the needs of ELL's, in addition the program offers a plan to enrich and assess students' progress. ESL teachers use high interest non-fiction books to support Science and Math instruction. Manipulatives are used for hands on activities to enforce learning concepts and to move students from the concrete to and abstract skill. Moreover, the ESL program provides a variety of fiction titles so

B. Programming and Scheduling Information--Continued

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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

Math:	Spanish			
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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.

All ESL teachers at P.S./IS 328 are actively involved in professional development. They attend to network monthly meetings to keep up with the necessary administrative paperwork as well as the current research-based ELL instruction. The ESL teacher attends common prep grade meetings for planning and assisting with the challenges ELL's face to classroom teachers

ESL teachers provide assistance through Professional development and Collaborative planning. Our professional development sessions are designed to support monolingual classroom teachers in delivering instruction to our ELL students. ESL teachers coordinate instruction with teachers throughout the year. As the ELL's transition from elementary school to Junior school, ESL teachers work in collaboration with our school guidance counselor Ms. D. Brown to ensure ELL's proper placement in High school as well. Our ESL team is available to respond and assist the High school ESL teachers with concerns regarding the transferred ELL students.

The Professional Development program goal is to assist all classroom teachers with the skills needed to meet the needs of ELL students. Teachers are familiarized with the concepts of ESL, culture and language as well as the characteristics of ELL's. The professional development workshop given by the certified ESL teachers exposes the mainstream teachers to different approaches of ESL instruction and content area teaching for a minimum of 7.5 hours. Non-ESL teachers learn a variety of ESL methods to promote the development of the cognitive, academic, and content specific English language skills necessary for ELL's in the classroom and survival. The ESL teachers provide staff development as part of the Title III plan to ensure that monolingual teachers are able to deliver instruction to our ELL's.

Monolingual classroom teachers were trained with the 7.5 hours mandated for monolingual teachers training during staff development at the beginning of the school year. During the professional workshop, classroom teachers are introduced to QTel strategies, and NY State standards. The teachers' lesson plans show proof of ESL intervention strategies during their lessons. Professional development includes topics such as ESL strategies, materials, methods, assessment and lesson planning across all content areas. "The Collins Writing Method" was reintroduced to teachers to promote writing skills. To continue fostering students learning, during professional development periods, the ESL teachers plan with classroom teachers by providing skills and strategies that will support instruction. Different ELL strategies and skills are analyzed among the staff while planning and by identifying the most appropriate strategies for ELLs, SWD and for the content.

Our ESL teachers participate on ESL professional development provided by the network for our cohort. Also, we encourage and disseminate the information about the OELL's professional development workshops provided by the Department of Education to all our staff members.

Our school also provides in-house sensitivity and cultural proficiency training as part of our school-wide goals for the 2011-2012 school year. ESL students are encouraged to have a high self esteem as well as healthy social relationships throughout the school community. Special education teachers serving ELL students receive training in how to aligned IEP goals and ELLs' linguistic needs. Beginners and intermediate cooperative groups offer the adequate pacing for special education ELLs to achieve their goals. ELLs' teachers also continuously make adaptations to the materials to be accessible to the Special Education ELLs needs. Special Education teachers and support staff, such a speech therapists and SETTs teachers, also include ESL methodology in their lessons.

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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?

Ms. Samone Stroman, our parent coordinator provides monthly workshops for parents by using different types of communication skills and strategies. Parents of ELL are invited through letters, flyers, and telephone calls. Workshops are given in educational content areas and other topics related to their children learning. The school also partners with "Groundwork" The organization also conducts workshops for parents in social, emotional, and affective areas to support to all students including our ELLs.

Parents needs are obtained through parent surveys, including the LES. Based on that data the parent coordinator, the ESL teachers with the director of Learning Leaders provide training and offer workshops to parents. Workshops are developed to support parent's needs. Our school follows and develops an action plan to further support and develop their needs.

The school also address the needs of parents whenever parents come to our school and as they come to our trainings. Parents are allowed to come to room 218 and be able to use computers if they need to do researches eg. (jobs, aris, resumes, etc.)

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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, parents with disabilities, and parents of migratory children, including providing information and school reports required under No Child Left Behind legislation and section 1111 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 be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

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; parents are encouraged to be actively involved in their child’s education at school; 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 No Child Left Behind legislation and section 1118 of the ESEA.

Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.

Through the efforts of the Parent Coordinator, the PTA President with district support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.

Parents will be invited to attend culminating celebrations marking their child’s success at the school, student of the month celebrations, 100% attendance during the school year. School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school. The school calendar of events will be disseminated each month; two weeks before the start of the month. Information about English as a Second Language (ESL) classes; and GED classes, in both English and Spanish, will be given to parents.

At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

Parent workshops will focus on basic educational concerns, health care, and financial planning; and pre-kindergarten (early childhood development).

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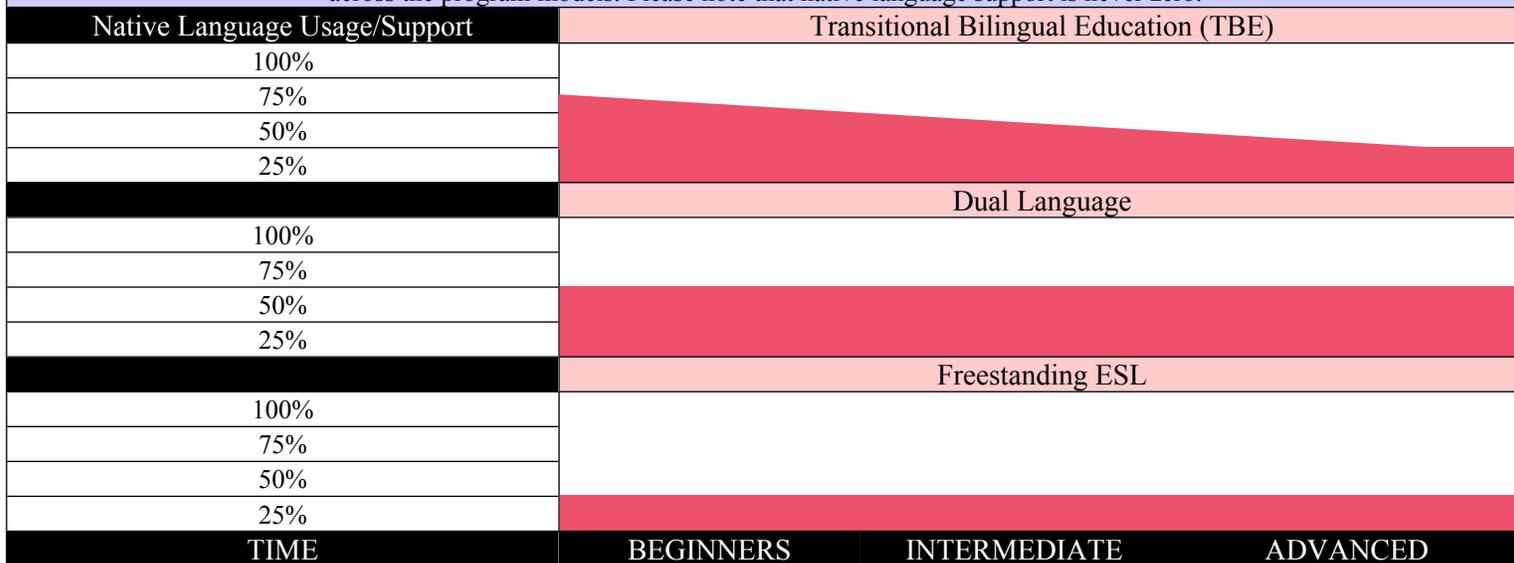
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

Intervention programs to targeted ELL's subgroup are put in place to support students' language development. All services offered to ELL's are in English. The newcomers are provided with 360 minutes of ESL services by certified ESL teachers. The ESL program develops skills in the four modalities listening, speaking, reading, and writing in English. Students use all modalities of the language for information and understanding as well as for literary response. A variety of instructional strategies and activities are implemented to ensure that the ELL's receiving service from 4 to 6 years meet and exceed the standards. The instructional strategies utilized by the two ESL teachers include: Cooperative Learning Approach, Language Experience Approach, and Cognitive Academic Language Approach. These strategies are utilized during a variety of theme based activities using a wide range of materials that include teacher created materials,

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Transitional support for ELL's reaching proficiency. The ELL students who reach proficiency on NYSESLAT test will no longer be serviced by ESL teachers. However, the students receive additional support services by AIS providers, in addition students on grades 3-8 that tested out are entitled to extra time in a separate location for testing as well as a third reading time of the listening passage.

Our school purchased new software programs for the current school year. Some of the programs are Earobics, and the Roseta Stone, which are computer/internet based programs. The school expectation is to accelerate students' acquisition of the language. With these programs students will continue developing their learning skills in all the areas.

The Programs are not changed, to determine student's reading lexile levels, ESL teachers will use as an assessment tool Scantron, Performance Series, which is a computer testing tool, in addition students are tested with the DRA, Acuity, and the Periodic Assessment during the Spring session. Informal assessments are not just used by the ESL teachers, but by all other teachers. Teacher's observation, one-on-one conferences are also used to monitor student's progress throughout the school year.

All students, ELL's and SWD are afforded equal access to all school programs. The school invites all ELLs and SWD to participate in all afterschool program. In addition, Title III offers Saturday programs specifically designed for ELL's. The purpose of the program is to provide students with opportunities to develop their literacy reading and writing skills. The Saturday program is developed in alignment with teachers daily curriculum and standards, but also modifies the learning based on student's proficiency levels. Special emphasis is giving in the areas of Reading and Math content. Students reinforce the concepts by practicing the skills in the technology room. All ELLs are also invited to participate in the SES after school program. The goal of the program is to support students learning in ELA, Math, Science, and Social Studies.

Instructional materials:

ESL teachers use a wide range of materials that include books and audio tapes to support fluency and comprehension. Curriculum maps and Earobics, is a research based program that supports student's development of the oral language, literacy, and the content knowledge. Lessons are tailored to the needs of ELL's, in addition the program offers a plan to enrich and assess students' progress. ESL teachers use high interest non-fiction books to support Science and Math instruction. Manipulatives are used for hands on activities to enforce learning concepts and to move students from the concrete to and abstract skill. Moreover, the ESL program provides a variety of fiction titles so

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Additional Information

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

Paste additional information here

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.

All ESL teachers at P.S./IS 328 are actively involved in professional development. They attend to network monthly meetings to keep up with the necessary administrative paperwork as well as the current research-based ELL instruction. The ESL teacher attends common prep grade meetings for planning and assisting with the challenges ELL's face to classroom teachers

ESL teachers provide assistance through Professional development and Collaborative planning. Our professional development sessions are designed to support monolingual classroom teachers in delivering instruction to our ELL students. ESL teachers coordinate instruction with teachers throughout the year. As the ELL's transition from elementary school to Junior school, ESL teachers work in collaboration with our school guidance counselor Ms. D. Brown to ensure ELL's proper placement in High school as well. Our ESL team is available to respond and assist the High school ESL teachers with concerns regarding the transferred ELL students.

The Professional Development program goal is to assist all classroom teachers with the skills needed to meet the needs of ELL students. Teachers are familiarized with the concepts of ESL, culture and language as well as the characteristics of ELL's. The professional development workshop given by the certified ESL teachers exposes the mainstream teachers to different approaches of ESL instruction and content area teaching for a minimum of 7.5 hours. Non-ESL teachers learn a variety of ESL methods to promote the development of the cognitive, academic, and content specific English language skills necessary for ELL's in the classroom and survival. The ESL teachers provide staff development as part of the Title III plan to ensure that monolingual teachers are able to deliver instruction to our ELL's.

Monolingual classroom teachers were trained with the 7.5 hours mandated for monolingual teachers training during staff development at the beginning of the school year. During the professional workshop, classroom teachers are introduced to QTel strategies, and NY State standards. The teachers' lesson plans show proof of ESL intervention strategies during their lessons. Professional development includes topics such as ESL strategies, materials, methods, assessment and lesson planning across all content areas. "The Collins Writing Method" was reintroduced to teachers to promote writing skills. To continue fostering students learning, during professional development periods, the ESL teachers plan with classroom teachers by providing skills and strategies that will support instruction. Different ELL strategies and skills are analyzed among the staff while planning and by identifying the most appropriate strategies for ELLs, SWD and for the content.

Our ESL teachers participate on ESL professional development provided by the network for our cohort. Also, we encourage and disseminate the information about the OELL's professional development workshops provided by the Department of Education to all our staff members.

Our school also provides in-house sensitivity and cultural proficiency training as part of our school-wide goals for the 2011-2012 school year. ESL students are encouraged to have a high self esteem as well as healthy social relationships throughout the school community.

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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)	1													1
Intermediate(I)														0
Advanced (A)	4			1	1	1	1	0	0					8
Total	5	0	0	1	1	1	1	0	0	0	0	0	0	9

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	2	1	0	7
4	1	2	0	0	3
5	1	3	6	0	10
6	0	7	2	0	9
7	0	4	0	0	4
8	3	1	0	0	4
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	4	0	5	0	1	0	0	0	10
4	1	0	3	0	1	0	0	0	5

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1	0	10	0	0	0	0	0	11
6	6	0	5	0	0	0	0	0	11
7	2	0	2	0	2	0	0	0	6
8	1	0	3	0	0	0	0	0	4
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	4								4
8	4	0							4
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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

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

DIBELS/ ECLAS and DRA are used to assess the early literacy skills of ELL's. Based on these assessments K-2nd grade ELL's scores in the areas of Phonics, Reading, and listening are below performance level, compared to their peers who are English proficient speakers. About 84% of our ELLs speak Spanish and the 16% speak another language (Haitian Creole, Fulani, and Arabic). For all ELLs, we will need to provide extra support and more time, until they can acquire the second language. In addition, about 68% of our ELLs live in the country less than 3 years, and they are just beginning to learn the language. The other 17% of ELLs, who are in the country, are living in the US about 6 years, and 15% longer than the others, but all students are still in the process of acquiring and the developing the second language. ESL teachers are continuously using data to inform school's instructional plan. ESL teachers group ELL's based on their specific language needs and lessons are developed in alignment with ESL methodologies, strategies, and differentiated instruction. DRA scores are used as a guide for our freestanding ESL instructions and the ESL teachers focus on vocabulary, fluency and language enrichment.

The data patterns across the proficiency levels (on the LAB-R and NYSESLAT) and grades reveal that in the Listening and Speaking modality about 26% of students who took the test fall in the Beginning/Intermediate Level, 74% Advanced and Proficient level. For the Reading and Writing modality about 64% of ELLs in grades K-8 fall in the beginning or Intermediate level of performance, and 26% of students fall in the Advanced/Proficient level.

Based on the evidence we gathered from these patterns, all the four modalities affect our instructional decisions, as a consequence, our focus will be targeted to the four modalities. However, as the Reading and Writing modality are the two of the most difficult modalities to achieve, ESL teachers will therefore spend more instructional time on these modalities. To move ELLs to the next proficiency level, and help them exit the program, ESL teachers will need to review strategies and skills already used and develop a plan to reduce this deficiency. The Meta-cognitive and affective strategies will be utilized not only by the ESL teachers, but by classroom teachers as well to infuse language development through the content areas. ESL programs will integrate the academic language development within content areas instruction too.

The ELLs' assessments include LAB-R for incoming students and the NYSESLAT for everyone. Our ESL teachers use the skills tested in the NYSESLAT to drive instruction as well as incorporating other test preparation skills, which students need for general testing. Our ELLs also take ECLAS-2 Early childhood tests (grades K-3), NYS ELA tests, grades 3-8 (except exempt students) with proper accommodations, EPAL language test (grades 2, and 3) with proper accommodations, Interim Practice Tests (with accommodations), NYS Math Test (translated version if needed) with proper accommodations, NYS Science Test, (translated version if needed) grades 4 and 8 with accommodations. Our ELL students' performance on standardized tests shows a correspondence between their English proficiency level and their scores.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Phillis Wheatley</u>		School DBN: 328	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Douglas Avila	Principal		12/6/11
Darlene Teron	Assistant Principal		12/6/11
Samone Stroman	Parent Coordinator		12/6/11
Becky Tian	ESL Teacher		12/6/11
William Furse	Parent		12/6/11
Antonio Robles/ELA	Teacher/Subject Area		12/6/11
Blossom Spencer/Earlychildhood	Teacher/Subject Area		12/6/11
Maria Romero-Toral	Coach		12/6/11
Kindra Hargrove	Coach		12/6/11
Dawn Brown	Guidance Counselor		12/6/11
Patricia Tubridy	Network Leader		12/6/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 19K328 **School Name:** PHYLLIS WHEATLEY

Cluster: 212 **Network:** 2

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.

To ensure that all parents will be provided with appropriate and timely information in a language they can understand we are using the Home Language Survey and emergency cards. Data and methodology used will be assessed and maintained in studentss' records and in the main office. HLS (Home Language Survey. Home Language Survey's were examined to determine the primary language spoken by both students and parents. In addition,the RHLA data collected from ATS was examined at the beginning of the school year to help the school to determine language translation of materials for both students and parents. The data will be monitored on a monthly basis to continue supporting all parents.

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

The majority of our non-English speaking parents speak Spanish. The minority of our non-English speaking parents speak languages as Haitian Creole French, French, Fulani, and Arabic.

- Supervisors at all levels, teachers in all subject areas were also interviewed to assess the written translation and oral interpretation needs.
- Eventhough that school has competent personnel that speak Spanish, teachers manifested the need for Spanish translators when educators are attempting to contact parents by telephone and the need is also for translators during Parent-Teacher conferences.
- The findings were communicated to the school community during our monthly STAFF Conference, and in the PTA meetings through the Parent Coordinator.

Part B: Strategies and Activities

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

The written translation services the school will provide will focus on the translation of Progress Reports, Memorandums, letters, flyers or notices pertaining to the academic and non-academic support to students and parents such as the Saturday Academy, extracurricular activities, After-school tutoring, upcoming assessments, and NYS Assessment. All those translations will be communicated and provided to parents and about the school's academic programs, student participation, and academic performance. All written Spanish translations will be provided to our teachers, , and our parent coordinator. To meet the needs of other students' and parents whose home language is not English or Spanish, the school will use the Department of Education's translation services to meet those needs. The school will ensure that the Spanish Teacher will translate all necessary documents in advance to meetings. For translations that the school will not be able to provide, we will require the Department of Education's services. Information needed will be given at least three weeks in advance. In order to ensure that all all families will be informed of the school events, information will continue to be sent to parents on a monthly basis in English and Spanish. To inform parents about what their child will be learning each month, school newsletters, monthly calendars, school notices, a parent handbook, school website, flyers, etc. These written translations are provided by in-house staff, sometimes performed after school at per session rate.

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.

Spanish oral translation services will be provided by school staff and parent volunteers who speak the language. If the school is unable to identify a translator in the other languages, when needed, the Translation and Interpretation Unit and BETAC --- will be used to provide translation for languages that cannot be translated in school. During Parent Association meetings a person will be available to translate (English/Spanish) for parents. The parent coordinator, school aides, paraprofessionals and office staff are available to assist teachers during scheduled conferences with parents. Parent volunteers are also available to support parents in need of translation services. The ESL coordinator and supervisors (principal and asst. principal) are fully bilingual (Spanish) and they are available to translate when needed. In addition, prior to parent teacher conferences, every teacher at the school is made aware of the translation services provided by phone or in person. We will provide each teacher with a Language Card to make available to non-English speaking parents so that they may indicate, if necessary, their language and identify it for over-the-phone interpretation services of any of the languages on the language card. (Haitian Creole, and Arabic)

In order to keep all our parents informed, the following oral interpretation services will be provided during:

- PTA meetings
- SLT meetings , Principal meetings
- Parent Workshops (NYS ELA, Math, Science, ELL Assessments, Field Tests, Acuity, ARIS) are given to parents in both languages.

- Parent Teacher Conferences
- Registration
- Night Open House

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>.

School will fulfill Section VII for parents who speak languages other than English, by providing a translated Bill of Parents Rights and Responsibilities. Parents that come to school are asked to sign forms in both English and Spanish. Spanish forms are sent for parents whose home language is Spanish as well. For parents whose English or Spanish is not their spoken language, the school will send written notifications of their rights regarding translations and interpretation services. Procedures in regards of translation and interpretations are posted at the main entrance of the school to notify/advise parents the services available and the location where they can find the Parental Rights and translation interpretation services. The notice is written in all applicable languages. To ensure that all parents are aware of these services, the school makes sure to include in the school's safety plan the procedures in the event that parents will need assistance. Procedures in regards to translation and interpretations services are posted in the school's main entrance. In addition, parents will be informed to visit the Department website page so they can learn about the translation and interpretation rights and services provided by the D.O.E.

- a. A copy of the Parents Bill of Rights is posted outside the Parent Coordinator's Office (copies are available in the nine most common primary languages by parent's request at the school's main office).
- b. The department of Education's website address/link is also posted for families to download or obtain a copy of the Parent Bill of Rights.
- c. Signs are posted at main entrances to school building; main office and parent coordinator's office stating the availability of translation and interpretation services.
- d. Office staff, (Principal, Asst. Principal, and secretary) are fully bilingual (English/Spanish) and they provide families with any information requested.
- e. There is availability of the Department of Education's website as a way of providing parents information about translation services and interpretation rights.
- f. We provide parents with the school's monthly calendar/newsletter of events in Spanish and other languages.
- g. During parents conferences, parents are provided with progress reports three times per year in their native language and in English.
- h. We provide parents with monthly curriculum calendars to ensure that parents are informed about what their child will be learning each month and how they can support their child's learning at home.
- i. We provide translation at all meetings, workshops, parent conferences, and PTA meetings.
- j. We also provide parents with written informational pamphlets to inform current curriculum topics per grade in the 9 available languages provided by the New York City Department of Education's Translation and Resources Unit.

k. We provide each teacher with a Language Card to make available to non-English speaking parents so that they may indicate if it is necessary for their language identification, or if it is for over-the phone interpretation services of any of the languages on the Language Card.

l. Our staff provides translated letters, memos, and flyers for school activities.

m. For the school year, the school provides monthly translated calendars for Everyday Math, Impact Math, and letters to inform parents of the curriculum students are learning in school. Information is also provided for parents as they are made aware what their children are learning in all subject areas (literacy, math, science, social studies, technology, music, dance). This is provided to parents so then they can provide support at home. PS/IS schools uses the New York City Department of Education's translated documents for registration, standards performance, conduct, safety and discipline coded, special education and related services as need by the school community.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Phillis Wheatley Completed 1	DBN: 19K328
Cluster Leader: Charles Amudensen	Network Leader: Tubridy, Patricia
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 30
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input type="checkbox"/> *5 <input type="checkbox"/> *6 <input type="checkbox"/> *7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

1. Our schools PS/I.S. 328 will provide support to ELL students in the areas of Literacy and Mathematics program. The school's goal will be to decrease the number of Beginning and Long Term ELLs in Reading Comprehension. Progress will be measured by using formative and summative assessments (beginning inventories, quizzes, end of unit assessments, one-to-one conferences), which they will determine which skills should be emphasized during instruction.

2. Title III funds will be used for Interventions, enrichment, and supplementary activities, which will take place during our Saturday Academy Program.

3. The Saturday Academy program will be provided for 30 students in grades 4, 5, 6, and 7. The program will implement additional academic activities and opportunities for ELL students to help them succeed. It will support the development of skills needed to master in the NYS ELA and Math Assessments. Data from our Acuity (Diagnostic Assessment), end of the unit assessments, portfolio pieces, and teacher made assessments show that ELL's will benefit from the Saturday Academy Program. Students in second grade will also be invited to participate in the program if space is available.

P.S./I.S. 328 will provide intensive English Language Instruction through the Saturday Academy Program to the ELLs whom during last year's NYS ELA and MATH tests scored at levels 1 and 2. Through the program Newcomers and Beginner ELL's in testable grades will receive support to remediate their academic needs in the areas of Math and ELA.

4. Earobics Reach software program will be used to strengthen student's literacy skills in the five elements of literacy, phonemic awareness, phonics, fluency, vocabulary, and comprehension. The program will teach student to develop their listening and reading skills. Earobics Reach is a multisensory reading intervention program that promotes the learning of the English Language. It provides individualized reading instruction in all the 5 Reading elements, lessons are tailored based on student's needs. The program differentiates instruction based on student's performance.

Rosetta Stone software will be used for ELLs who just came to the country because it promotes the acquisition of the English Language through the listening modality. In addition, it differentiates instruction based on student's levels of performance. It allows students to visualize, use repetition, until they acquire the language and develop fluency during reading. Both programs provide teachers with formative and summative data to drive instruction in the classroom. Rosetta software provides target first-language support in Spanish.

5. Our Saturday Academy sessions will run from 8:30 to 1:00 pm. weekly. It will begin run from

Part B: Direct Instruction Supplemental Program Information

October 2011 through May 2012 for 25 weeks. One 4 hour session will be used to plan and prepare materials and resources for instruction. One session prior to end will be used to review students end of the program assessment. Data will be used towards measuring students' progress and achievement. One session will be used to bring students to watch an educational play "La Gringa". The play teaches the challenges and adaptations of a culture, and the use of the new language acquisition of the main character when she travels to Puerto Rico.

One facilitator who is a certified as ESL/Bilingual/NLA teacher will push in the class to teach ELL students. As our Academy runs on Saturdays, one supervisor will monitor the program, as there is not other at the time. The supervisor will work 4 hours per week to supervise early arrivals, late dismissals, and any parent activities that may occur during this cycle.

6. Students in the program will be assessed regularly. Progress report will help to determine students' progress, it also will guide the teacher to monitor and differentiate instruction when needed. Assessments will be focus primarily in the skills taught. Additionally, scores from the SPRING NYSESLAT, NYS ELA, and NYS Math scores, practice Acuity created assessment, Scantron series Reading Assessment will serve the teacher as a tool to measure student progress. All assesments used will continue to provide informative data towards identifying students' strengths and weaknesses as well as to compare their progress with other subgroups.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Professional development for teachers and school staff members will be designed to reach teachers' needs. It will foster staff critical reflection, in addition, sessions will be coherent and rigorous. Topics will be aligned with effective teaching practices and learning goals, wich will support our ELL students. Teachers will be encouraged to participate and attend outside workshops on best instructional practices for ELLs.

Professional development sessions will include as follows: Revision and use of the NYS Standards for English Language Learners, Types of support for ELLs from the Department of Education Common Core Library, implementation of strategies will be used from ARIS Connect and ARIS Learns. The ESL teacher will engage in professional development to support other staff and turn key to their colleagues after attending workshops, which are provided from the cluster and CFN 212.

In addition, QTEL strategies, Math and Science instructions for ELLs , and Differentiated instruction will be presented to staff during those sessions. Common Branch teachers who will participate under the

Part C: Professional Development

Title III program will be presented with other types of approaches to support ELLs. For example, CALLA (cognitive Academic Language Learning Approach, TPR (Typical Physical Response) among others.

Common Branch teachers who participate under the Title III program will attend a 3 hour professional development session before the Saturday Academy Program starts. The session will be conducted by the supervisor in charge. Topics such as; cultural diversity, language acquisition, and QTEL strategies among others will be presented to the teachers. Staff will also be trained in how to understand and analyze students information which will be used to drive instruction and to differentiate skills and strategies as well. The purpose is to assist staff with the skills and knowledge to understand various issues that affect the understanding of the English language.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

1-Title III funds will be used to increase parent and community participation. The school will provide classes/workshops on different times throughout the year. The parent sessions will occur at various times and will focus on the NYS ELA and Math Curriculum, the review of the components of the NYSESLAT assessment.

2- Introduce the new ELA and Math common core standards, the changes in assessment for the year 2012 and state, city, and school expectations as well. The implementation of the learning standards will be reviewed as many times as needed. In addition, we will review the components of the EPIC. ELL parents will be invited to participate on these sessions. Translation services will be provided for Spanish speakers. Parents will be notified through letters and flyers about the workshops.

3-Parents will be encouraged to participate in various school activities. The meetings will be scheduled based on necessity as well and on parental response to surveys. Our PTA in conjunction with the Parent coordinator, and the ESL teachers will hold Family Literacy and Math Nights.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for	\$4004.80	Student Instructional Program

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$2,088.40	<p>(1 teachers) X (20 sessions) X (4 Hrs.) X (50.06) \$1690.82</p> <p>1 supervisor x 20 sessions x 2 hours x 52.21=</p> <p>Teacher for the instructional program: Facilitator 1 certified ESL/Bilingual teacher. The class will consist of approximately 20 students.</p> <p>Frequency and duration:</p> <p>Saturday Academy will take place Saturdays from 8:30am to 12:30pm from October 2011 to May 2012 for a total of 20 sessions.</p> <p>Parental Involvement: Professional development for parents: 1 Teacher at \$50.06 per hour for 8 hours=</p> <p>Professional development sessions for ELL parents.</p> <p>1. During Math Night from 4:00pm to 8:00pm; or during a Saturday program.</p> <p>2. During ELA Night from 4:00pm to 8:00pm; or during a Saturday program.</p> <p>Parents will be informed about Acuity, NYSLAT, NYS ELA and NYS Math exams.</p>

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<p>Purchased services</p> <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<p>\$365.47</p> <p>\$350.42</p>	<p>Professional development</p> <p>1 Supervisor per session(7 hours at \$52.21) 3.5 hours x 2 days=</p> <p>1 Teacher trainer (7 hours at \$50.06) 3.5 hours x 2 days=</p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<p>1,760.00</p>	<p>Practice NYSESLAT Material</p> <p>ELL Reading materials: Grades 3-8: Journey into Reading: Strategies for Comprehension with vocabulary.</p> <p>20 sets per grade plus Teachers' Kits.</p> <p>Our ELL students have difficulties with writing, the Grammar Azar books and materials are intended to help students who are performing in the intermediate writing level. The program will help support our students with the writing process. With the use of this resource, we hope to improve our students' writing skills.</p> <p>AZAR-Understanding and using English grammar-Bundle(student workbook 3 bundles x \$70.27= \$210.81</p> <p>AZAr-Understanding and using English Grammar Chartbook:</p> <p>Book 2 x \$42.00=\$84.00</p> <p>Azar-Understanding and using English</p>

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	\$1,293.10	<p>Grammar-Test Bank</p> <p>2 Books x \$43.07= \$87.94</p> <p>Azar-Understanding and using English Grammar:</p> <p>2 books X \$8.20= \$16.40</p> <p>Total \$399.15</p> <p>Miscellaneous:</p> <p>Chart paper, loose leaf paper, pencils, crayons, composition notebooks, white board, cards, visuals.</p> <p>Field trip for students:</p> <p>NY Public Library and REpertorio Espanol, located at 138 E. 27 Street, NY, NY to watch the play "La Gringa"</p>
Educational Software (Object Code 199)	\$2,572.48	<p>Software Resources: The resources will be used in the classroom to support students and will be used as a tool to support our ELL learners. The resources will be provide individualized instruction, measure students strenghts and provide assignments to students. Benchmark progress reports will be used with students to monitor their progress.</p> <p>AEROBICS: \$1,150.00</p> <p>Rosetta Stoen: \$1,422.48</p> <p>Level 1:3 Licenses for beginners</p> <p>Level 2: 2 Intermediate Licenses</p>

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		Level 3: 1 advanced license Roseeta Stone: The program will be used as a complement to the daily teaching support. The program allows students to interact as a class as well as to be able to attain the second language at their own pace.
Travel		
Other		
TOTAL	\$11,200	11,200