Department of Education

Dennis M. Walcott, Chancellor

2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME : P.S. 380 – JOHN WAYNE ELEMENTARY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): **14K380**

PRINCIPAL: **DIANE VITOLO** EMAIL: **DVITOLO@SCHOOLS.NYC.GOV**

SUPERINTENDENT: **JAMES QUAIL**

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
Victoria Prisinzano	*Principal or Designee	
Donna Rodriguez	*UFT Chapter Leader or Designee	
Rebecca Romero	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
N/A	CBO Representative, if applicable	
Maria O'Donnell	Member/Teacher	
Michelle Petrie	Member/Teacher	
Crystal Whitney Murray	Member/Teacher	
Jillian Fortuna	Member/Parent	
Lisa Conners	Member/Parent	
Clarivel Aguilar	Member/Parent	
Stephanie Viano	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

- **Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.**

P.S. 380 will continue to set high standards for achieving Literacy success. Students in grades K-5 will make the appropriate grade level progress, as measured by reading levels, using the Fountas-Pinnell reading inventory system. The assessments will be administered 4X per year (September, December, March and June). The September results will provide the baseline to be used.

Kindergarten – 84% of students will increase one or more reading levels or attain a level A by December 2011, a level B by March 2012, a level C by June 2012.

Grade 1 – 84% of students will increase one or more reading levels or attain a level D by December 2011, a level G by March 2012, and a level I by June 2012.

Grade 2 – 84% of students will increase one or more reading levels or attain a level J by December 2011, a level K by March 2012, and a level L by June 2012.

Grade 3 – 84% of students will increase one or more reading levels or attain a level M by December 2011, a level N by March 2012, and a level O by June 2012.

Grade 4 – 84% of students will increase one or more reading levels or attain a level P by December 2011. a level Q by March 2012, and a level R by June 2012.

Grade 5 – 84% of students will increase one or more reading levels or attain a level S by December 2011, a level T by March 2012, and a level U by June 2012.

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.**

P.S. 380 has consistently achieved an "A" on its progress report for the last 4 consecutive years. The 2011 ELA standardized test data show that more

than 75% of our students performed at level 3 and 4. In order to maintain our steady progress in student proficiency and performance, we will continue our previous year's literacy goal with an increase of 2%. We strive to consistently "raise the bar" each year so that all our students are challenged and working to their full potential in an effort to close the achievement gap.

Instructional strategies/activities

- **Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:**
  a) **strategies/activities that encompass the needs of identified student subgroups,**

    - Daily read alouds, independent reading opportunities, and daily reading homework assignments will be utilized.
    - Bloom's Taxonomy approach to address higher order thinking skills will be incorporated into daily reading activities.
    - Well planned instructional lessons in shared reading will be delivered daily.
    - Every reading lesson will begin with a vocabulary flash card drill/review.
    - Monthly mock ELA exams will be utilized in grades 2-5 to provide students with the experience of taking the actual standardized exam. The mock exams will mirror the NYS ELA assessment in content and length.
    - Kaplan reading strategies will be applied to all practice tests.
    - Skills analysis of all ELA assessments will be formulated in grades 2 – 5 for the purpose of identifying individual needs and planning differentiated instruction.
    - Reading level assessments will be administered 4X per year with feedback to students' parents/guardians.
    - Formal and informal observations of literacy instruction will be conducted.
    - Teacher made assessments will be utilized to track students' progress.
    - Book baggies containing two "just right" books and one above grade level book will be prepared for each student.
    - Student reading levels and goals will be placed on desks to encourage accountability.
    - Sustained silent reading time to build stamina.

- Individual student/teacher conference notes will be kept in binders.
- Students will graph the results of their assessments to monitor/track their own progress.
- AIS instruction to assist "at-risk" students_ -our ELL's and students with disabilities (IEP's)
- Early morning AIS to assist students who are not meeting their goals. (IEP/ELL's)
- 1 period of test preparation each day teaching Kaplan strategies.
- Reading portfolio folders for all students containing 3 reading logs
    - ✓ At home reading log
    - ✓ Independent Reading log
    - ✓ Read Aloud reading log

- After School Program and Saturday Academy for ELL's and "at risk" students (IEP).

b) staff and other resources used to implement these strategies/activities,

- Classroom Teachers
- Literacy Coach
- Support staff for AIS instruction
- ESL Teacher
- Administrators
- AIS Teachers

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- Professional development for all teachers – in house and Teaching Matters consultants.
- Tracking and monitoring the reading assessment levels of all students through folders which are reviewed by administrators, AIS Team members and all classroom teachers.
- Grade planning sessions during common preparation periods to plan activities, review materials and assessments, and plan differentiation for sub-groups.

- Tracking and monitoring school wide and teacher made assessments.
- June planning to tweak and review lessons, activities, and assessments used during the year.

d) timeline for implementation.

- Fountas-Pinnell reading inventory assessment will be administered 4x's per year (September 2011, December 2011, March 2012 & June 2012). The September results will provide the baseline to be used.
- Daily read alouds, independent reading and reading homework assignments .
- Daily instruction in Fundations Phonics (grades K-2)
- Daily instruction in test sophistication in grades 3-5.
- AIS student support in the form of independent and small group instruction will be provided a minimum of 4x per week.
- Well planned daily instructional lessons in Shared Reading will be delivered daily with vocabulary and comprehension assessments after each story. (70 minute literacy block)

Strategies to increase parental involvement

- **Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP**.

- The results of each reading level assessments using the Fountas-Pinnell reading inventory system will be sent to parents/guardians for review and their signature.

- Conduct Parent Workshops demonstrating the following implemented activities:
  a. Shared reading block
  b. ELA standardized test format and ways to assist children
  c. NYSESLAT test format and ways to assist children
  d. Fundations (Phonics) Program (K-2)
  e. Explanation of progress report and NYS report card – at monthly PTA meetings
  f. Parent orientation meetings conducted on each grade for parents/guardians during September 2011. During these meetings each classroom teacher discuss and explains yearly educational goals, curriculum , classroom procedures, support activities, etc.
  g. Parent participation in monthly Writing Celebrations
  h. Monthly PTA meetings
  i. Parents as Reading Partners
  j. At-home reading logs to be signed every night

Strategies for attracting Highly Qualified Teachers (HQT)

- **Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.**

Presently P.S. 380 has 100% Highly Qualified Teachers. If this was not the case a percentage of our Title I money would be set aside to be used to make these teachers highly qualified. (Ex. Reimbursement for Tuition costs, Workshop Attendance, etc.) In addition, on-going in-house professional development opportunities continue to be offered for all members of our teaching community, especially for our new staff. Weekly grade conferences, AIS meetings, etc. are conducted covering a variety of topics, including but not limited to: differentiated instruction, unit planning, formal and informal observation guide lines, all curriculum related activities, student support instructional activities, etc. We also incorporate an in-house Mentor Program and an on-going partnership with various colleges for recruitment.

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.**

- On going parent workshops on a variety of topics such as Nutrition, Parenting Skills, ESL Support for Children Standardized Assessment Formats, etc. will be provided during the year. All agendas and rosters will be kept on file.
- In addition, the following will be implemented to assist our pre-school children to transition from early childhood program, such as Head Start, Even Start, Early Reading First, etc. to local elementary school program:
    a. Design grade appropriate writing activities to be included in their writing portfolios.
    b. Provide special assistance to students at risk: ex: providing small group instruction, time-on task activities in order to meet the grade standards.
    c. Train early childhood teachers in our reading curriculum and an enhanced instructional program based on the CCSS with instructional goals.
    d. Future teachers composed of 5th grade students will assist early childhood students on a 1:1 basis.
    e. The use of Primary Standards as a guidance to determine if the children are making adequate progess in reading based on the primary literacy standards.
    f. The use of the Fundations Phonics program in grades K-2 with inclusive benchmarks and “double dose” for “at risk” students

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.**
    - Tax Levy (FSF) FY'12
    - Title I – Basic (SWP) FY'12
    - Title I – ARRA (SWP) FY'12
    - School Support Supplement – FY'12
    - Title II A-FY'12
    - Contract for Excellence

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

- **Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.**

Students in grades K -2 will make significant gains in vocabulary development and reading comprehension.

- 84% of the students in grade K will attain a level 2 on the "Emergent Reading" strand of ECLAS in May 2012.
- 84% of the students in grade 1 will attain a level 4 on the "Reading Accuracy" and "Reading Comprehension" strand of ECLAS in May 2012.

- 84% of the students in grade 2 will attain a level 6 on the "Reading Accuracy" and "Reading Comprehension" strand of E-CLAS in May 2012.

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.**

In order to address the decoding and vocabulary need of our early childhood students we will continue last year's early literacy goal as stated above. Since our largest ESL student population occurs in our early grades, attention must be given to strengthening both the decoding and vocabulary skills of our children in grades K-2. Attention to achieving this goal will have a direct impact on comprehension development and overall literacy success in the future.

Instructional strategies/activities

- **Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response**:
  a) **strategies/activities that encompass the needs of identified student subgroups,**

- All early childhood teachers will attend weekly grade conferences with the Literacy Coach and grade facilitator to focus on Literacy instruction.
- All K-2 teachers will plan and implement a literacy program that includes:

  70 minute reading block (Shared Reading) (5x per week)
  35 minute phonics program (Fundations) (5x per week)
  45 minute writing block (Teacher's College) (3x per week)
- Tier II intervention will be provided for those students identified as having significant difficulty with Phonemic awareness and word attack skills.
- All classroom teachers will develop and utilize a word wall containing E-CLAS vocabulary.
- AIS will be provided for "at risk" students, students with IEP's and our ELL students throughout the day.
- Early morning AIS will be mandated for "at-risk" students, our ELL's and IEP's.
- Daily flash card drill before every shared reading lesson.

- Formal and informal observations by the administrative team to ensure the proper implementation of the literacy program.
- Inquiry work focusing on decoding, sight words, and fluency.

b) **staff and other resources used to implement these strategies/activities**,

- Literacy Coach
- Classroom Teachers
- Specialists from the Fundations/Wilson Program will provide additional teacher support.
- Support staff for AIS instruction
- Administrators
- ESL teachers

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- Tracking and monitoring the reading assessment levels of all students through folders which are reviewed by administrators, AIS Team Members and all classroom teachers with their input
- Grade planning sessions during common preparation periods to plan activities and review materials and assessments.
- Tracking and monitoring school wide and teacher made assessments.
- June planning to tweak and review lessons, activities and assessments used during the year.

d) timeline for implementation.

- Dibels assessment results to track and monitor students' literacy development (3x per year)
- Daily "Fundations" lesson in all grades K-2
- Fundations unit tests and "double-dose probes (approximately every 4 weeks)
- Weekly reading assessments based on MacMillan Reading Program
- Fountas&Pinnell reading level assessments 4x per year – September, December, March & June with results disseminated to parents/guardians

Strategies to increase parental involvement

- **Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.**

- The results of each reading level assessments using the Fountas-Pinnell reading inventory system will be sent to parents/guardians for

review and their signature.

- Parents as Reading Partners
- Reading Logs (at home) to be signed each night
- Conduct Parent Workshops demonstrating the following implemented activities:
    a. Shared reading block
    b. ELA standardized test format and ways to assist children
    c. NYSESLAT test format and ways to assist children
    d. Fundations (Phonics) Program (K-2)
    e. Explanation of progress report and NYS report card – at monthly PTA meetings
    f. Parent orientation meetings conducted on each grade for parents/guardians during September 2011. During these meetings each classroom teacher discusses and explains yearly educational goals, curriculum , classroom procedures, support activities, etc.

Strategies for attracting Highly Qualified Teachers (HQT)

- **Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.**

Presently P.S. 380 has 100% Highly Qualified Teachers. If this was not the case a percentage of our Title I money would be set aside to be used to make these teachers highly qualified. (Ex. Reimbursement for Tuition costs, Workshop Attendance, etc.) In addition, on-going in-house professional development opportunities continue to be offered for all members of our teaching community, especially for our new staff. Weekly grade conferences, AIS meetings, etc. are conducted covering a variety of topics, including but not limited to: differentiated instruction, unit planning, formal and informal observation guide lines, all curriculum related activities, student support instructional activities, etc. We also incorporate an in-house Mentor Program and an on-going partnership with various colleges for recruitment.

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.**

- On going parent workshops on a variety of topics such as Nutrition, Parenting Skills, ESL Support for Children Standardized Assessment Formats, etc. will be provided during the year. All agendas and rosters will be kept on file.
- In addition, the following will be implemented to assist our pre-school children to transition from early childhood program, such as Head Start, Even Start, Early Reading First, etc. to local elementary school program:
    a. Design grade appropriate writing activities to be included in their writing portfolios.
    b. Provide special assistance to students at risk: ex: providing small group instruction, time-on task activities in order to meet the grade standards.
    c. Train early childhood teachers in our reading curriculum and an enhanced instructional program based on the CCSS/CCLS with

instructional goals.

d. Future teachers composed of 5th grade students will assist early childhood students on a 1:1 basis.
e. The use of Primary Standards as a guidance to determine if the children are making adequate progress in reading based on the primary literacy standards
f. The use of the "Fundations" Phonics program in grades K-2 with inclusive benchmarks and "double dose" for "at risk" students.

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.**

  - Tax Levy (FSF) – FY'12
  - Title I – Basic (SWP) – FY '12
  - Title I – ARRA (SWO)- FY '12
  - School Support Supplement –FY'12
  - Title II A-FY'12
  - Contract for Excellence '09

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

- **Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.**

In response to the Chancellor's initiative of providing a rigorous curriculum, we will develop engaging differentiated instructional tasks that addresses the CCSS and are aligned to specific units of study. These instructional activities will be formulated in Literacy and Math and will address all levels of performance (below, on grade and above grade level and sub-groups). A unit of study in Literacy and Math on each grade level with tasks assessments will be developed and submitted to the network for review.

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.**

The need for the above stated goal is in direct response to the Chancellor's initiative of providing a rigorous curriculum that incorporates differentiated instructional tasks/activities and addresses the CCSS/CCLS. These activities will be aligned to the specific units of study in Literacy and Math that will be submitted to the Children's First Network for review.

Instructional strategies/activities

- **Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:**
  - **a) strategies/activities that encompass the needs of identified student subgroups,**
    - Teachers on every grade level will meet with the Literacy Coach, grade facilitator, and an administrator during weekly grade conferences to formulate differentiated instructional tasks and activities.
    - A variety of differentiated instructional activities will be formulated in the fall of 2011and will be implemented by June 2012.
    - A partnership with the organization, "Teaching Matters" funded through the Magnet Grant will provide teachers with professional development in the area of formulating grade appropriate differentiated instructional tasks in Literacy and Math.
    - Students will maintain folders with their differentiated instructional tasks.
    - Bulletin boards will display differentiated student work using a color code system.
    - Teachers will utilize the "Rigor and Relevance" framework to develop tasks which focus on higher order thinking skills for all students

including students with IEP's and our ELL's.

- Every classroom will maintain portable learning bins containing differentiated instructional activities.
- Every grade will prepare a reading and math unit with an assessment task.

b) **staff and other resources used to implement these strategies/activities**,

- Classroom Teachers
- Literacy Coach
- Administrators
- Magnet Teachers
- "Teaching Matters" consultant who will provide professional development sessions focusing on differentiated instructional activities.
- Support staff for AIS instruction
- ESL teachers

c) **steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**

- Tracking and monitoring the reading assessment levels of all students through folders which are reviewed by administrators, AIS Team Members and all classroom teachers with their input
- Grade planning sessions during common preparation periods to plan activities and review materials and assessments.
- Tracking and monitoring school wide and teacher made assessments.
- June planning to tweak and review lessons, activities and assessments used during the year.

d) **timeline for implementation.**

- By October, 2011, 100% of classroom teachers in grades K – 5, will meet on a weekly basis (grade conferences) to design differentiated instructional tasks in Literacy and Math.
- By December 2011, all grades (PreK-5) will prepare a unit of study with an assessment task in Literacy.
- By March 2012, all grades (PreK-5) will prepare a unit of study with an assessment task in Mathematics.
- By January, 2012, 100% of classroom teachers in grades K – 5, will be utilizing differentiated instruction to help assess student learning.
- By June, 2012, 100% of classroom teachers in grades K – 5, will meet (June Planning) to tweak/review the differentiated instructional

practices based on teacher input and student feedback.

Strategies to increase parental involvement

- **Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.**

  - The results of each reading level assessments using the Fountas-Pinnell reading inventory system will be sent to parents/guardians for review and their signature.
  - Conduct Parent Workshops demonstrating the following implemented activities:
    a. Shared reading block
    b. ELA standardized test format and ways to assist children
    c. NYSESLAT test format and ways to assist children
    d. Fundations (Phonics) Program (K-2)
    e. Explanation of progress report and NYS report card – at monthly PTA meetings
    f. Parent orientation meetings conducted on each grade for parents/guardians during September 2011. During these meetings each classroom teacher discusses and explains yearly educational goals, curriculum , classroom procedures, support activities, etc.
    g. Parent Workshops focusing on differentiated instructional activities.

Strategies for attracting Highly Qualified Teachers (HQT)

- **Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.**

Presently P.S. 380 has 100% Highly Qualified Teachers. If this was not the case a percentage of our Title I money would be set aside to be used to make these teachers highly qualified. (Ex. Reimbursement for Tuition costs, Workshop Attendance, etc.) In addition, on-going in-house professional development opportunities continue to be offered for all members of our teaching community, especially for our new staff. Weekly grade conferences, AIS meetings, etc. are conducted covering a variety of topics, including but not limited to: differentiated instruction, unit planning, formal and informal observation guide lines, all curriculum related activities, student support instructional activities, etc. We also incorporate an in-house Mentor Program and an on-going partnership with various colleges for recruitment.

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.**

  - On going parent workshops on a variety of topics such as Nutrition, Parenting Skills, ESL Support for Children, Standardized Assessment Formats, etc. will be provided during the year. All agendas and rosters will be kept on file.

- In addition, the following will be implemented to assist our pre-school children to transition from early childhood programs, such as Head Start, Even Start, Early Reading First, etc. to local elementary school program:
    a. Design grade appropriate writing activities to be included in their writing portfolios.
    b. Provide special assistance to students at risk: ex: providing small group instruction, time-on task activities in order to meet the grade standards.
    c. Train early childhood teachers in our reading curriculum and an enhanced instructional program based on the CCSS/CCLS with instructional goals and assessments
    d. Future teachers composed of 5th grade students will assist early childhood students on a 1:1 basis.
    e. The use of Primary Standards as a guidance to determine if the children are making adequate progress in reading based on the primary literacy standards
    f. The use of the "Fundations" Phonics program in grades K-2 with inclusive benchmarks and "double dose" for "at risk" students.

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.

- Tax Levy (FSF)-FY '12
- Title I – Basic (SWP)-FY '12
- Title I – ARRA (SWP)-FY '12
- Magnet Grant-FY '12
- School Support Supplement-FY'12
- Title II A-FY'12
- Contract for Excellence '09

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

- **Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.**

P.S. 380 will incorporate the use of various forms of technology and project based learning to expand and enhance our instructional program. This practice will help to better prepare students for careers and college.

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.**

P.S. 380 has become a "Magnet School" for Literary Arts and Integrated Technology. The need for incorporating technology will have a direct impact on motivating and engaging our students in their learning process. Our students' research skills will be improved and our children will be better prepared for higher education and future careers.

Instructional strategies/activities

- **Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:**
  - **a) strategies/activities that encompass the needs of identified student subgroups,**
    - Our Magnet Teacher Specialists will work with teachers and students on every grade to incorporate and support the use of technology in classroom instruction – ex. Projects, computer research, Smart Board activities, etc.
    - Our Magnet Teacher Specialists will follow a designed program outlining topics and areas of concentration.
    - All writing celebrations will include various forms of technology and will address the CCSS/CCLS in writing, speaking, and listening.
    - On-going professional development will be provided to support teachers and parents in technology by "Custom Computers".
    - Various parent workshops will be funded by our Magnet Grant in the areas of technology.

      (Dates and topics to follow)
    - Formal and informal teacher observations utilizing technology will be conducted by the Administrative Team.
  - **b) staff and other resources used to implement these strategies/activities,**

- All classroom teachers, cluster teachers, support staff members, Magnet specialists.
- On-going staff development in the use of smartboards and other technological equipment.
- Grade planning sessions conducted by Magnet Teacher Specialists.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- Tracking and monitoring the reading assessment levels of all students through folders which are reviewed by administrators, AIS Team Members and all classroom teachers with their input
- Grade planning sessions during common preparation periods to plan activities and review materials and assessments.
- Tracking and monitoring school wide and teacher made assessments.
- June planning to tweak and review lessons, activities and assessments used during the year.
- Weekly planning sessions with Magnet Teacher Specialist focusing on a variety of activities to support literacy classroom instruction.
- Smartboard training provided through Magnet Grant funding.

d) timeline for implementation.

- 80% of teachers will be involved in professional development sessions focusing on Smart Board utilization in the fall of 2011.
- By June, 2012, a Smart Board will be installed in 80% of the classrooms.
- By June, 2012, 80% of classroom teachers will utilize Smart Boards as part of their instructional program. This will help to engage students in their learning and prepare them for the future.
- 100% of the Writing Celebrations during the 2011-2012 school year will incorporate various technology activities as part of their overall presentation. (Ex. videography, power point presentations, Kidspiration,etc.)
- Every classroom (100%) will contain 1-2 computers.

Strategies to increase parental involvement

- **Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.**
  - The results of each reading level assessments using the Fountas-Pinnell reading inventory system will be sent to parents/guardians for review and their signature.

- Conduct Parent Workshops demonstrating the following implemented activities:
    a. Shared reading block
    b. ELA standardized test format and ways to assist children
    c. NYSESLAT test format and ways to assist children
    d. Fundations (Phonics) Program (K-2)
    e. Explanation of progress report and NYS report card – at monthly PTA meetings

- Parent Orientation meeting conducted on each grade for parents/guardians during September 2011. During these meeting each classroom teacher discusses and explains yearly education goals, curriculum, classroom procedures, support activities, etc.
- Specific parent workshops focusing on the incorporation of the smartboard as an instructional tool and other methods of integrating technology into daily classroom activities.

Strategies for attracting Highly Qualified Teachers (HQT)

- **Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal**.

Presently P.S. 380 has 100% Highly Qualified Teachers. If this was not the case a percentage of our Title I money would be set aside to be used to make these teachers highly qualified. (Ex. Reimbursement for Tuition costs, Workshop Attendance, etc.) In addition, on-going in-house professional development opportunities continue to be offered for all members of our teaching community, especially for our new staff. Weekly grade conferences, AIS meetings, etc. are conducted covering a variety of topics, including but not limited to: differentiated instruction, unit planning, formal and informal observation guide lines, all curriculum related activities, student support instructional activities, etc. We also incorporate an in-house Mentor Program and an on-going partnership with various colleges for recruitment.

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.**

- On going parent workshops on a variety of topics such as Nutrition, Parenting Skills, ESL Support for Children Standardized Assessment Formats, etc. will be provided during the year. All agendas and rosters will be kept on file.
- In addition, the following will be implemented to assist our pre-school children to transition from early childhood program, such as Head Start, Even Start, Early Reading First, etc. to local elementary school program:
    a. Design grade appropriate writing activities to be included in their writing portfolios.
    b. Provide special assistance to students at risk: ex: providing small group instruction, time-on task activities in order to meet the grade standards.
    c. Train early childhood teachers in our reading curriculum and an enhanced instructional program based on the CCSS with instructional goals.
    d. Future teachers composed of 5th grade students will assist early childhood students on a 1:1 basis.

e. The use of Primary Standards as a guidance to determine if the children are making adequate progress in reading based on the primary literacy standards

f. The use of the "Fundations" Phonics program in grades K-2 with inclusive benchmarks and "double dose" for "at risk" students.

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.**
    - Magnet Grant – FY '12
    - Tax Levy (FSF)- FY '12
    - Title I – Basic (SWP)- FY '12
    - Title I – ARRA (SWP)- FY '12
    - School Support Supplement –FY'12
    - Title II A-FY'12
    - Contract for Excellence '09

ANNUAL GOAL #5 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 #5

- **Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.**

The administrative team will implement the Chancellor's initiative of improving teacher effectiveness by conducting formal and informal observations and focusing on the 4 domains and 6 competencies of Charlotte Danielson's, "Framework for Teaching". Every teacher's performance will be assessed and immediate feedback will help to guide teacher instruction and overall success.

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.**

The above stated goal is in direct response to the Chancellor's Initiative of improving teacher effectiveness. P.S. 380's Administrative Team will conduct both formal and informal observations focusing on the 4 domains and 6 competencies of Charlotte Danielson's "Framework for Teaching". Every teacher's performance will be assessed and immediate feedback will help to guide teacher instruction and overall success.

Instructional strategies/activities

- **Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:**
  - **a) strategies/activities that encompass the needs of identified student subgroups,**
    - Weekly grade conferences focusing on the dissemination of Danielson's "Framework for Teaching."
    - Conducting formal and informal observations with constructive feedback.
    - Review of lesson plans incorporating differentiated instructional activities for students with disabilities (IEP's) and our ELL students.
    - Mentor/buddy teacher for novices.
    - Inter-visitations and demonstration lessons coordinated by administrators and Literacy Coach for novice teachers and those in need of additional support.
    - Fundations (Phonic Program) training by consultants of the Wilson Program.
    - Consultants from "Teaching Matters" will provide staff development and teacher support for the development of differentiated

instructional activities and task assessments.

b) staff and other resources used to implement these strategies/activities,

- All classroom teachers
- Cluster Teachers
- ESL Teachers
- Literacy Coach
- Support Staff for AIS instruction
- Administrators

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- Professional development sessions and grade conferences devoted to the dissemination of Danielson's, "Framkework for Teaching" with teacher input.
- Pre-observation conference outlining the specific lesson/activity being observed. All teachers will complete the "Protocol for Pre-Observation Conference" form to be discussed and reviewed with administrators.
- "Protocol for Post-Observation (reflection) Conference" form to be completed by every teacher after the delivery of the lesson being observed by a member of the administrative team.
- June Planning sessions during which teachers have direct input and tweek curriculum lessons and activities.

d) timeline for implementation.

- By June, 2012, 1 formal and 4 informal observations focusing on Danielson's 4 domains will be conducted for every tenured teacher.
- By June, 2012, 3 formal and 4 informal observations focusing on Danielson's 4 domains will be

  conducted for every non-tenured teacher.
- By June, 2012, 100% of teachers will receive professional development in the 4 domains presented in Danielson's, "Framework for Teaching".

Strategies to increase parental involvement

- **Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP**.

  - Open School Week – Parents are invited to visit classrooms and observe the delivery of instruction by teachers.

- Parent Workshops – to share the methods and protocol implemented to assess teacher effectiveness.
- Parent Involvement in Writing Celebrations on every grade level which directly demonstrates student Literary achievement.

Strategies for attracting Highly Qualified Teachers (HQT)

- **Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.**

Presently P.S. 380 has 100% Highly Qualified Teachers. If this was not the case a percentage of our Title I money would be set aside to be used to make these teachers highly qualified. (Ex. Reimbursement for Tuition costs, Workshop Attendance, etc.) In addition, on-going in-house professional development opportunities continue to be offered for all members of our teaching community, especially for our new staff. Weekly grade conferences, AIS meetings, etc. are conducted covering a variety of topics, including but not limited to: differentiated instruction, unit planning, formal and informal observation guide lines, all curriculum related activities, student support instructional activities, etc. We also incorporate an in-house Mentor Program and an on-going partnership with various colleges for recruitment.

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.**
  - On going parent workshops on a variety of topics such as Nutrition, Parenting Skills, ESL Support for Children Standardized Assessment Formats, etc. will be provided during the year. All agendas and rosters will be kept on file.
  - In addition, the following will be implemented to assist our pre-school children to transition from early childhood program, such as Head Start, Even Start, Early Reading First, etc. to local elementary school program:
    a. Design grade appropriate writing activities to be included in their writing portfolios
    b. Provide special assistance to students at risk: ex: providing small group instruction, time-on task activities in order to meet the grade standards.
    c. Train early childhood teachers in our reading curriculum and an enhanced instructional program based on the CCSS with instructional goals.
    d. Future teachers composed of 5th grade students will assist early childhood students on a 1:1 basis.
    e. The use of Primary Standards as a guidance to determine if the children are making adequate progress in reading based on the primary literacy standards.
    f. The use of the Fundations Phonics program in grades K-2 with inclusive benchmarks and "double dose" for at risk" students.

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.**
  - Tax Levy (FSF)- FY '12

- Title I – Basic (SWP)- FY ‘12
- Title I – ARRA (SWP)- FY ‘12
- School Support Supplement –FY’12
- Title II A-FY’12
- Contract for Excellence ‘09

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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	33	33	**N/A**	**N/A**	0	0	0	0
1	59	59	**N/A**	**N/A**	4	0	1	0
2	43	43	**N/A**	**N/A**	1	0	2	0
3	49	49	**N/A**	**N/A**	10	0	2	0
4	49	49	**6**	**6**	6	0	1	0
5	41	41	**7**	**7**	3	0	0	0
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	**K-2 Double Dose Fundations 3x per week, Kaplan Strategies 2-3x per week. After school program for test sophistication grades 3 – 5 and Saturday Academy for ESL students focusing on testing strategies.**
Mathematics	**K-5 Re-teach Math Connects, After school testing strategies-Gr. 3 -5, Saturday Academy for ESL students**
Science	**Gr. 4 & 5 MacMillan Science Series and Manipulatives Re-teach activities through small group instruction during the day.**
Social Studies	**Gr. 4 & 5 MacMillan Social Studies series, Map Skills, etc. through small group instruction during the day.**
At-risk Services provided by the Guidance Counselor	**Small group instruction for skills reinforcement focusing on methods of coping, accepting authority, accepting responsibility for actions, anger management, etc. during the day.**
At-risk Services provided by the School Psychologist	**N/A**
At-risk Services provided by the Social Worker	**One to one and small group instruction – skills reinforcement, social problem solving, coping skills and changing families- during the day.**
At-risk Health-related Services	**Asthma and Nutrition Classes – during the day.**

P.S. 380
2011-2012
PARENT INVOLVEMENT POLICY (PIP)

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;

p.s. 380'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 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 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;
- 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;

SCHOOL-PARENT COMPACT
2011-2012

P.S. 380, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2011-2012.

Required School-Parent Compact Provisions
School Responsibilities

***P.S. 380* will**:
provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- Reading level assessments will be administered 4X per year with feedback to students' parents/guardians.
- Teacher made assessments will be utilized to track students' progress in all curriculum areas.
- Skills analysis of all ELA assessments will be formulated for the purpose of identifying individual student needs and the planning of differentiated instruction.
- Bloom's Taxonomy approach to address higher order thinking skills will be incorporated into daily reading activities.
- Formal and informal observations of teacher instruction will be conducted on a regular basis.
- AIS instruction to assist at-risk students will be delivered.
- Enrichment will be provided for higher functioning students.
- On-going professional development and teacher support will be provided to improve teacher competency.
- The CCSS will be addressed in all the core curriculum areas.
- There will be a daily well-balanced instructional program delivered by all teachers that supports a high quality curriculum and instructional program designed by our administrative team of professionals.
- Provide numerous parent workshops on a variety of topics including Literacy and Math curriculum, test sophistication, technology incorporation, etc.

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

  Tuesday, November 15, 2011 and Tuesday, March 13, 2012

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

  Reading level assessment reports will be sent to parents/guardians at the end of September 2011, December 2011, March 2012 and June 2012. In addition, AIS progress reports will be sent home in January and June 2012.

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

  Teachers will be available to meet with parents during their preparation periods, lunch periods, etc. Parents can contact teachers in writing to set up an appointment to meet with their child's teacher. This is in addition to the regular Parent/Teacher Conferences scheduled for the Fall and Spring semester.

⇒ provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

  Parents/Guardians are invited to observe classroom activities during the scheduled open school week. Notices will be sent home with the specific dates. Throughout the school year, parents/guardians are invited to participate in numerous school activities such as Writing Celebrations by Grade, Fall and Spring Dance and Music Galas, etc.

⇒ involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

⇒ involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.

⇒ hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

⇒ provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

⇒ provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

⇒ on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

⇒ provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
⇒ provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e. as per NCLB.)

Parent Responsibilities:

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

⇒ will make certain that all homework is completed and signed on a daily basis.
⇒ will make certain that my child reads every night and his/her reading log is signed.
⇒ will make certain all the necessary information, including 3 separate emergency telephone numbers, are recorded on the blue emergency card which is submitted to the school.
⇒ will make certain all notices and correspondence requiring parents' signature are signed and returned in a timely fashion.
⇒ will keep the school informed of important information concerning my child's physical and emotional well-being.
⇒ will make certain that my child gets to school on time each and every day and is picked up promptly at dismissal time.
⇒ will make certain that my child attends school every day that school is in session, even on half-days of instruction.
Will continue to support my child's learning by making education a priority in our home by:
- talking with my child about his/her activities every day;
- scheduling daily homework time;
- providing an environment conducive for study;
- monitoring the amount of television my children watch;

⇒ participating, as appropriate, in decisions relating to my children's education;
⇒ participating in school activities on a regular basis;
⇒ promoting positive use of my child's extracurricular time.
⇒ staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
⇒ serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
⇒ reading together with my child every day;
⇒ providing my child with a library card;
⇒ communicating positive values and character traits, such as respect, hard work and responsibility;
⇒ respecting the cultural differences of others;
⇒ helping my child accept consequences for negative behavior;
⇒ being aware of and following the rules and regulations of the school and district;
⇒ supporting the school's discipline policy;
⇒ express high expectation and offer praise and encouragement for achievement.)

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

SIGNATURES:

P.S.380 _____

_____ _____

SCHOOL PARENT (S) Name STUDENT (S) Name
CLASS

Date: 2011 – 2012

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 ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

Cluster Leader/Network Leader Christopher Groll/Ada Orlando	District 14	Borough Brooklyn	School Number 380
School Name John Wayne Elementary School			

B. Language Allocation Policy Team Composition ⓘ

Principal Diane Vitolo	Assistant Principal Victoria Prisinzano
Coach Maria O'Donnell	Coach Laura Cooper
ESL Teacher Kathleen Moore	Guidance Counselor Arlene Sosa
Teacher/Subject Area Donna Rodriguez/ESL	Parent Jillian Fortuna
Teacher/Subject Area Michelle Glassman/Bilingual	Parent Coordinator Lina Camporese
Related Service Provider Elaine Floyd	Other type here
Network Leader Ada Orlando	Other type here

C. Teacher Qualifications ⓘ

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	4	Number of certified NLA/foreign language teachers	0
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	0	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	581	Total Number of ELLs	113	ELLs as share of total student population (%)	19.45%

Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here 1. a. The LAB-R is given to newly admitted students, who have a home language other than English, within ten days of the first day of school. Then once new ELLs are identified, the Parent Coordinator, Lina Camporese and Kathleen Moore, an ESL teacher with New York State Professional Certification, invite parents to a parent orientation, again, within the first ten days of school. At this orientation parents are fully informed about their right to choose a Transitional Bilingual Education Program, a Dual Language Program or an ESL Program for their child. Letters inviting parents to these orientations are sent home both in English and in parents' home languages. Ms. Camporese calls all parents who do not attend a parent orientation so that she and an ESL teacher can meet with them individually. Ms. Camporese provides translation servies in Spanish. For low incidence languages like Chinese and Korean, the school relies on the services of the DOE Translation and Interpretation unit.

Ms. Camporese and Ms. Moore conduct all parent orientations in English and Spanish. The DOE video for parents of newly enrolled ELLs is always shown at this orientation both in English and in parents' home languages. There is also time for parents to ask questions. Parent Selection Forms and Surveys are collected at this meeting. Copies of all letters, attendance rosters and Parent Survey and Selection Forms are kept in binders in Ms. Moore's classroom.

b. The pedagogues who are responsible for administering the HLIS and conducting the initial screening are Ms. Moore, Ms. Donna Rodriguez and Ms. Milagros Arvelo. Ms. Moore holds a Professional Teaching Certificate in ESL; Ms. Rodriguez holds Permanent Certification in ESL and a Common Branch License; and Ms. Arvelo holds Permanent Certification in Special Education and has a Common Branch license as well. Ms. Moore and Ms. Rodriguez speak English. Ms. Arvelo speaks English and Spanish.

Ms. Camporese, the Parent Coordinator and Ms. Moore conduct all parent orientations in English and Spanish. The DOE video for parents of newly enrolled ELLs is always shown at this orientation both in English and in parents' home languages. There is also time for parents to ask questions. Parent Selection Forms and Surveys are collected at this meeting. Original copies are placed in students' cumulative record folders and copies are kept in a binder in Ms. Moore's classroom.

The NYSESLAT is given annually to determine continued entitlement to ELL services. Ms. Moore and Assistant Principal Laura Cooper organize the administration of the NYSESLAT on designated dates. They prepare a schoolwide schedule to ensure that all students are tested in reading, writing, listening and speaking. PS 380's ESL teachers, Kathleen Moore and Donna Rodriguez, Bilingual Program Coordinator Michelle Glassman, AIS Team Leader Michelle Petrie and the Literacy Coach, Maria O'Donnell, all administer the speaking portion of the test individually to students. This team along with classroom teachers, Tania Cruz, Lauren Romm and Theresa Armento as well as AIS leader Michelle Petrie all proctor the reading, writing and listening sections of the test. Special Education students receive all allowable modifications indicated on their IEPs. The ATS RLAT report is used to confirm that all eligible students were tested.

2. All three program choices – Transitional Bilingual Programs, Dual Language programs and an English as a Second Language program – are explained to parents in letters sent home within the first ten days of school in English and parents' native languages. Program choices are described at ELL Parent Orientations conducted in English and Spanish by Parent Coordinator Lina Camporese and ESL Certified Teacher Kathleen Moore. At these orientations, parents watch the Parent Orientation video which explains these choices as well. The video is shown in English and the home languages of parents present at the orientation. If parents are unable to attend the school's orientation, Ms. Moore and Ms. Camporese meet with them individually to present this information and show the

video.

When parents indicate that that their first choice is a Dual Language or Bilingual Program, Ms. Camporese and Ms. Moore meet with them to inform them of their right to transfer their child to another school with such a program. If and when PS 380's parents indicate that they would like a Bilingual or a Dual Language Program, Ms. Vitolo, the Principal, will open such a program. Letters in English and the native language will be sent home to parents to notify them that the school is opening a bilingual program. The Parent Coordiantor will also place phone calls to all parents whose first choice was a Transitional Bilingual Education Program or a Dual Language Program to nofity them when the school is opening such a program.

3. ESL teacher Kathleen Moore sends home Continued Entitlement Letters at the start of each school year to students who will continue to receive ELL services. Parents of students who have scored at the Proficient Level on the NYSESAT receive Non-Entitlement/Transition Letters. After students are given the LAB-R, parents of those students who do not qualify to receive services are sent Non-Entitlement letters. Parents whose students qualify for ELL services are sent letters inviting them to a parent orientation. Copies of the Parent Survey and Program Selection Forms are included with these letters. All letters are sent home in English and in the family's home language. Parent Surveys and Program Selection Forms are collected by Ms. Moore and Ms. Camporese at parent orientations or when they meet individually with parents. Original copies of Parent Surveys and Program Selection Forms are placed in students cumulative record folders. All letters are sent home within ten days of the start of school. Copies of all letters are kept in a binder in Ms. Moore's classroom.

4. Newcomers are placed in PS 380's ESL program within ten days of the start of the school year, if that is their parents' first choice. If a parent chooses a Bilingual Program or a Dual Language Program as their first choice, either Ms. Moore or Ms. Rodriguez, who are both licensed ESL teachers, along with Ms. Camporese, the Parent Coordinator, meet with the parent to inform them of their right to transfer the child to a school which has such a program. For students whose NYSESLAT scores indicate that they continue to receive ELL services, Ms. Moore sends home Continued Entitlement letters in English and the native language within the first ten days of the school year to parents whose children continue to qualify for ELL services. Copies of all letters are kept in a binder in Ms. Moore's classroom.

5. Principal Diane Vitolo and ESL Teacher Kathleen Moore monitor trends in parent choice by reviewing the Parent Selection Forms on a regular basis. These reviews indicate that parents are selecting an ESL Program as their first choice. In the past four years, the majority of parents have chosen an ESL program as their first choice. In 2011, fifteen parents completed Parent Selection Forms: fourteen listed ESL as their first choice and one listed a Dual Language Program.

PS 380 also offer a Bilingual Yiddish Special Education program. Students are placed in this program by the CSE when their IEPs recommend bilingual education and when Yiddish is their first language.

6. Yes, the program models at our school are aligned with parent requests. We review Parent Selection Forms on an ongoing basis. The findings are that for the past four years, parents have selected an ESL Program as their first choice. This year there were fifteen students identified as ELLs and fourteen parents chose ESL as their first choice and one parent chose a dual language program. That parent declined to transfer their child to another school. Thus our programs reflect parent choice.

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): Yiddish
Dual language program	Yes⭘	No❄	If yes, indicate language(s):

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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	1	1	1	1	1								6
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	1	1	1	1	1	1	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	113	**Newcomers (ELLs receiving service 0-3 years)**	93	**Special Education**	35
SIFE	0	**ELLs receiving service 4-6 years**	20	**Long-Term (completed 6 years)**	0

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

	ELLs by Subgroups									
	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	Total
TBE	25	0	25	4	0	4	0	0	0	29
Dual Language										0
ESL	68	0	4	16	0	2	0	0	0	84
Total	**93**	**0**	**29**	**20**	**0**	**6**	**0**	**0**	**0**	113

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

C. Home Language Breakdown and ELL Programs

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

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**
Polish														0
Albanian														0
Yiddish														0
Other Y	8	8	4	3	4	2								29
TOTAL	8	8	4	3	4	2	0	0	0	0	0	0	0	29

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		**1**		**2**		**3**		**4**		**5**		**6**		**7**		**8**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: 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	16	23	17	8	8	7								**79**
Chinese		1			1									**2**
Russian														**0**
Bengali				1										**1**
Urdu														**0**
Arabic														**0**
Haitian														**0**
French														**0**
Korean					1	1								**2**
Punjabi														**0**
Polish														**0**
Albanian														**0**
Other														**0**
TOTAL	**16**	**24**	**17**	**9**	**10**	**8**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**84**

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?

1. a. PS 380 primarily uses a pull-out model for ESL instruction. Classroom instruction is comprised of Reading and Writing Workshop components, scaffolding strategies and double dose Fundations for Grades K-2. Transitional Bilingual Education is addressed in self-contained classes (12:1:1) in our Bilingual Yiddish Special Education Program. Within this program, students classified as intellectually disabled are taught life skills and participate in New York State Altenate Assessment. Bilingual Yiddish students are instructed in the native language and in English. A rich language environment is provided to activate the senses. Hands on modeling, visual aids, technology, role playing, art and music are incorporated into daily activities.

b. The programs models are both homogenous and heterogeneous. Students are grouped by grade level, and proficiency levels are

A. Programming and Scheduling Information

mixed so that more advanced students can assist newcomers.

2. In the ESL program, two licensed ESl teachers provide pull out services according to all the mandated units of instruction. In addition, in the Bilingual Yiddish Special Education Program, four bilingual Yiddish teachers provide instruction in both the native language and in English.

a. ELA instruction is delivered by the classroom teacher and ESL instruction is delivered by the two ESL teachers. In our Bilingual Yiddish program, NLA instruction is provided by the classroom teacher who is a certified bilingual Yiddish teacher.

3. ESL instruction is delivered using a combination of instructional strategies and includes various modalities of learning. PS 380 uses components of the Reading and Writing Workshop with an emphasis on vocabulary development and writing techniques. We also incorporate small group instruction using "Language for Learning" which focuses on vocabulary development and reading skills through the content areas of Social Studies and Science. In addition, ESL scaffolding strategies are used to support ELLs students in all content areas.

Native language support is provided in the content areas through the use of bilingual dictionaries, trade books in the native language and copies of content area text books in the native language. PS 380 uses the MacMillan McGraw-Hill series in Reading, Math, Social Studies and Science. Copies of textbooks in Spanish are in all cassrooms.

In the Bilingual Yiddish Special Education Program, hands-on modeling, visual aids, role playing and technology make content area concepts accessible to ELLs with disabilities. Mathematics is taught through the use of manipulatives and teacher made materials. Social Studies is taught through a life skills curriculum that includes, again, many teacher made materials.

4. PS 380 ensures that ELLs are evaluated in their native language through the use of the Spanish Lab in our ESL program. Trained staff in the Bilingual Special Education Yiddish English program evaluate students in their home language.

5. a. PS 380 currently does not have any SIFE students. However if a SIFE student were to be admitted, they would receive small group instruction within the classroom and would also receive instruction in a pull-out model from one of our ESL teachers. They would also receive support in an early morning AIS group and through one of our afterschool programs. If a SIFE student were to enroll in our Bilingual Yiddish Special Education Program, the teachers would begin by teaching pre-readiness skills in reading and math. They would work with the student individually and in a small group to assist them in developing academic skills.

b. Newcomers - All newcomers in the school's ESL program receive small group instruction using primarily a pull-out model. We use the MacMillan McGraw-Hill Treasures series for reading skills and language development, the Writers Workshop, Fundations - basic and double dose - and scaffolding strategies. The Fundations Program with benchmark assessments focuses on phonics and language development in Grades K-2 where most of our newcomers are. Newcomers in the Bilingual Yiddish Special Education Program are first taught prereadiness skills in math and reading. Multisensory approaches and small group instruction allow students to access the content areas in English and the native language.

c. ESL students (4-6 years) – Students in PS 380's ESL program receive small group instruction and individual student conferences in Reading and Writing are conducted on a regular basis. ESL students also participate in classroom Inquiry Groups. In addition, vocabulary development and reading skills are taught through the MacMillan-McGraw-Hill Treasures reading series which features adaptations for ELLs. Children also engage in independent reading activities and their reading levels are monitored on a regular basis. Sutdents who have received services for 4-6 years in our Bilingual Yiddish Special Education Program acquire English and core knowledge through small group instruction tailored to their needs. Student progress is monitored through teacher made assessments and New York State Alternate Assessment.

d. Long term ESL students (more than 6 years) – For students in the Bilingual Yiddish Special Education Program, a combination of small group instruction by the teacher and reinforcement of skills by support services personnel are provided. The IEP goals formulate the basis for differentiated instruction for these students. For ESL students in our general education program, in addition to the services provided by the ESL teacher, the classroom teacher modifies the curriculum to address the students' needs. A major emphasis is placed on the Writing Process for these children. We currently have no long term (more than 6 years) students in our general education program.

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

6. In self-contained 12:1:1 classes, where students receive ESL services, teachers plan weekly with their general education

A. Programming and Scheduling Information

counterparts in order to differentiate instruction for their students' special needs. In these classes, students use the MacMillan-McGraw Hill reading, math, social studies and science programs, and the Fundations reading program in grades K-2.

In the Bilingual Yiddish Special Education Program, teachers use multisensory approaches and small group instruction to provide students access to academic content. Materials include Modern Curriculum Press Phonics, Handwriting Without Tears, McGraw-Huill Reading, and Houghton Mifflin Math Steps.

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)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
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.

and technology. They also visit the school's Robin Hood library on a weekly basis. PS 380 ensures that maximum time is spent with non-disabled peers through the use of mainstreaming students for reading and math, when appropriate. In addition students with disabilities participate in Student of the -Month and other assemblies, dance shows, and afterschool and Saturday programs with non-disabled peers. They also interact with non-disabled peers in the l

Courses Taught in Languages Other than English

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?
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?

Paste response to questions 8-17 here

8. Targeted intervention programs for our ELL students are provided using a variety of methods and approaches. For ELL students, we compile data using NYSESLAT results, E-CLAS (K-2), Fundations results (K-2), teacher made assessments, MacMillan Reading and Math series unit tests, DIBELS , reading levels based on the Fontas-Pinnell reading level inventory and the standardized Reading and Math tests (grades 3-5). From NYSESLAT results, we have ascertained that our students are proficient in Listening and Speaking, but not in Reading and Writing.

Targeted intervention programs for ELLs are provided during 4 morning sessions each week from 8:03 AM – 8:30 AM, Monday through Thursday. Two sessions are devoted to reading and writing and two sessions focus on specific math skills. ELL activities specified in the MacMillan series teacher guides are used in addition to native language dictionaries and native language text to provide additional instructional support. These ESL specified activities are also used in social studies and science by classroom teachers with our ELLs. In

B. Programming and Scheduling Information--Continued

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Our ELL Saturday Academy also addresses the needs of our ELLs with a specific focus on reading and writing.

9. Our ESL teachers meet with classroom teachers to track and monitor the weekly and monthly assessments of former ESL students. Support is then provided on a needs basis. Test accommodations including time-and-a-half; a third reading of the listening selection on the ELA exam; and the use of bilingual glossaries are provided to former ELLS who have tested at the Proficent level within the past two years on the school's monthly ELA tests. These students are also provided with additional time and bilingual glossaries on all math, social studies and science tests as well. On all New York State tests, former ELL students who scored at the Proficient level on the last two previous administrations of the NYSESLAT are provided with accommodations including additional time, bilingual glossaries and a third reading of the listening section on the ELA Test.

10. PS 380 has now become a Magnet School for Literary Arts through Integrated Technology. Technology is now being integrated throughout the literacy program in all grades with all children. Our Magnet Resource Specialists are working to formulate a list of native language websites to support student instructional activities, as well as, helping members of our parent community to assist their children at home. For example, through Portaportal.com, P.S. 380 has bookmarked ESL activities which parents/guardians can access and use with their children at home.

In addition, our differentiated instructional activities are being refined and further developed in literacy and math as part of the Chancellor's Initiative of Unit Planning. Specific ELL differentiated activities will be developed and implemented to support our ESL student achievement. Teachers will receive professional development to help formulate these activities.

11. We are currently not discontinuing any programs.

12. a. ELLs have equal access to all programs including AIS, early morning enrichment, afterschool, and Saturday Academy Programs. Letters inviting students to these programs are sent home in English and the native language. The AIS, enrichment and afterschool programs include both ELLs and other students. The AIS program is for students in grades K-5 who are performing below grade level in reading and math as measured by classroom assessments and state tests. Students in grades 3-5 are selected for the early morning enrichment program based on teacher recommendation. The afterschool program in grades 1 and 2 is an enrichment proram open to all students. In grades 3-5 there are two afterschool programs. The first is for students performing below grade level in ELA and math as measured by state exams and teacher observations. The goal for this program is to improve students' reading comprehension and writing skills. The second afterschool program for grades 3-5 is an enrichment program which includes literacy, technology and the arts. This program is open to all students in grades 3-5. The Saturday Academy program is for all ELLs only. The Parent Coordinator, Lina

B. Programming and Scheduling Information--Continued

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

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 N/A

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

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.

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2. The Bilingual Guidance Counselor, Arlene Sosa, and the Parent Coordinator, Lina Camporese, provide support to fifth graders and their families as they make the transition to middle school. Ms. Sosa and Ms. Camporese distribute middle school guides to families, conduct workshops on the application process with families and also are available to meet with families individually. Fifth grade classroom teachers also provide students with the opportunity to talk in class about their concerns about the transition to middle school. Fifth graders also attend assemblies with representatives from District 14 middle schools including IS 71 and IS 318. Ms. Sosa and Ms. Camporese attend yearly DOE trainings on the middle school articulation process.

3. The required 7.5 hours for mandated training will be provided on by ESL certified teacher Kathleen Moore and Network specialist Betty Ortiz on staff development days including November 8, 2011 and June 7, 2012 and also at faculty conferences (see dates listed above). Ms. Moore will maintain records of these trainings in a binder in her classroom.

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
100%			
75%			
50%			
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.			

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translation

2. Yes, the school partners with Community Based Organizations such as Help Road (Make the Road by Walking), ERASE and City Harvest to provide workshops on asthma management, food and nutrition, and parenting skills. Translations services are provided by the Parent Coordinator who is fluent in Spanish as well as other bilingual staff.

3. Surveys are used to evaluate the needs of parents. We analyze and utilize the results of our Learning Environment Survey. (Our parent response is 100% each year.) In addition o

parent interest, the school has also organized parent workshops on bread baking and international cooking.

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?
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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?
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?

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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

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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)	13	13	5	3	5	2								41
Intermediate(I)	1	11	2	0	1									15
Advanced (A)	10	4	12	8	9	8								51
Total	24	28	19	11	15	10	0	0	0	0	0	0	0	107

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
Listening /Speaking	B		6	1	1	4	1							
	I		3	1	0	1	0							
	A	1	13	15	2	1	2							
	P		5	1	6	9	6							
Reading/ Writing	B		6	4	1	5	1							
	I	1	10	2	0	1	0							

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A		3	6	8	8	7							
	P		1	6	0	1	1							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3		5	7		12
4		4	5		9
5		8	3		11
6					0
7					0
8					0
NYSAA Bilingual Spe Ed				10	10

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3			4		8		0		12
4			0		6		3		9
5			2		9		0		11
6									0
7									0
8									0
NYSAA Bilingual Spe Ed						2	8		10

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		7		1		9
8									0
NYSAA Bilingual Spe Ed							5		5

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				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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

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

1. Our school uses ECLAS results as a tool to assess the early literacy skills of our ELLs. The May 2011 ECLAS data reveals that more than 75% of ELLS in grades K-2 are performing at or above grade level. In kindergarten, 87% scored at or above grade level in phonemic awareness; 87% scored at or above grade level in phonics; and 87% scored at or above grade level in reading and oral expression. In grade 1, 72% of ELL students scored at or above grade level in phonics; and 67% scored at or above grade level in reading and oral expression. In grade 2, 100% of of our ELLs scored at or above grade level in phonics; and 87% of these students scored at or above grade level in reading and oral expression. Upon analyzing this data, the school leadership has focused on those students performing below grade level in the specific literacy skills identified through ECLAS assessments. For these children, PS 380 has implemented small group

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: John Wayne Elementary School			School DBN: 14K380
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Diane Vitolo	Principal		10/3/11
Victoria Prisinzano	Assistant Principal		10/3/11
Lina Camporese	Parent Coordinator		10/3/11
Kathleen Moore	ESL Teacher		10/3/11
Jillian Fortuna	Parent		10/3/01
Donna Rodriguez/ESL	Teacher/Subject Area		10/3/11
Michelle Glassman/Bilingual	Teacher/Subject Area		10/3/11
Maria O'Donnell	Coach		10/3/11
Laura Cooper	Coach		10/3/11
Arlene Sosa	Guidance Counselor		10/3/11
Ada Orlando	Network Leader		10/3/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 14K380 **School Name:** John Wayne Elementary School

Cluster: IV **Network:** 412

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.

1. 19.45% of PS 380's student population are English Language Learners. The school determines the language spoken by each parent by using the Home Language Information Survey, where parents are asked in what language they would like to receive information from school staff and in what language they would like to communicate orally with school staff. This information is recorded in ATS. Also parents indicate their preferred language of communication on blue emergency cards. One set of these cards is kept by each teacher in their classroom. Another set is kept in the main office.
13.59% of the school's parents speak Spanish as their first language; 5% speak Yiddish as their first language; and the home languages of the remaining .86% include Korean, Chinese and Bengali. All parent notices and report cards are sent home in both English and parents' home languages. Approximately 20% of our staff is fluent in Spanish and almost all of the staff in the Bilingual Yiddish Special Education Program is fluent in Yiddish. For low incidence languages, the school must rely on parent volunteers, staff from neighboring schools or the DOE Translation and Interpretation Unit.

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.

2. The major finding of the school's written translation and oral interpretation needs are that parents predominately require translation and interpretation in Spanish. In addition, parents in the school's Bilingual Yiddish Special Education Program require translation and interpretation in Yiddish. Finally, the school has a very small number of parents – below 1% of our ELL population – who require these services in low incidence languages such as Chinese, Korean and Bengali. The school consistently provides translation and interpretation in Spanish and Yiddish, but must rely on outside assistance for low incidence languages. These findings were communicated to the school community at School Leadership Team Meetings and at PTA Meetings.

Part B: Strategies and Activities

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

1.School staff provides translation services in Spanish and Yiddish, whenever materials are not provided in these languages by the DOE. Translations in low incidence languages including Chinese, Korean and Bengali are provided by the DOE or parent translators.

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.

2.Oral interpretation services are provided in Spanish and Yiddish by school staff at all parent functions including PTA meetings, Parent/Teacher Conferences, and Parent Workshops. In addition, school staff are always available to provide interpretation in Spanish or Yiddish for Parent/Teacher meetigns or any other conference. For low incidence languages including Chinese, Korean and Bengali, the school relies on parent volunteers or staff from neighboring schools.

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.

3. The school fulfills Section VII of Chancellor Regulations A-633 regarding parental notification requirements for translation and interpretation services by sending home to every parent the Bill of Parent Rights and Responsibilities. This document is sent home in English and in parents' home languages, including Spanish, Chinese, Korean and Bengali. Translations in these languages are available on the New York City Department of Education website. Bilingual Yiddish staff provide this information in translation to parents whose home language is Yiddish. The distribution of these materials is supervised by one of the school's Assistant Principals, who ensures that these documents are provided in a timely manner.

All school documents and signage are translated into Spanish by either school staff or taken from the NYCDOE website. All documents that are sent home are always sent in both English and parents' home languages.

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: John Wayne Elementary School	DBN: 14K380
Cluster Leader: Christopher Groll	Network Leader: Ada Orlando
This school is (check one): ❄conceptually consolidated (skip part E below) ✪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): ✪Before school ❄After school ❄Saturday academy ✪Other:
Total # of ELLs to be served: 75 Grades to be served by this program (check all that apply): ❄K ❄1 ❄2 ❄3 ❄4 ❄5 ✪6 ✪7 ✪8 ✪9 ✪10 ✪11 ✪12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 2

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: PS 380 will offer two supplemental programs for their ELL students. First the school will offer a Saturday Academy Program for ELL students in grades K-5 to improve their skills in reading and writing. The rationale for this program is that the Spring 2011 NYSESLAT results showed that students had stronger skills in listening and speaking than in reading and writing. This program will be scheduled on Saturdays from 8:30 am -12:00 pm on the following dates, April 21, 2012, April 28, 2012 and May 5, 2012. Class will begin at 9:00 am; teachers will engage in professional development from 8:30 am -9:00 am. The language of instruction will be English. However support in students' native language will be provided through the use of bilingual trade books and bilingual dictionaries. There will be four teachers, two of whom have New York State ESL Certification and two of whom have Common Branch Certification. Second, the school will offer an afterschool program for ELLs in grades four and five to focus on their skills in reading and writing. The rationale for this program is that, on the 2010-11 New York State ELA exam, only 45% of fourth grade ELL students achieved a level 3 or 4, and only 35% of fifth graders achieved a level 3 or 4. This program will be scheduled afterschool from 3:00 pm – 5:00 pm on Tuesdays and Thursdays from January 10, 2012 – April 19, 2012 (January 10, 12, 17, 19, 24, 26, 31; February 2, 7, 9, 14, 16, 28; March 1, 6, 8, 15, 20, 22 27, 29; and April 3, 5, 17 and 19). The language of instruction will be English. Support in students' native language will be proved through the use of bilingual trade books and bilingual dictionaries. There will be three teachers, one of whom has ESL certification and two of whom have Common Branch licenses. The ESL teacher will push-in to the rooms of the other two teachers. Professional Development for this program will be provided at monthly grade conferences and inquiry meetings by the ESL Teacher. The types of materials for these programs will include Finish Line for ELLs: English Proficiency Practice, Continental Press as well as trade books and bilingual trade books.

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 will be provided to classroom teachers at monthly grade conferences. Professional Development will focus on reading and writing instruction for ELLs. It

Part C: Professional Development
will include a focus on scaffolds to support ELLs in both reading and writing. Professional Development for the teachers who deliver instruction in the ELL Saturday Academy will be held prior to the start of each class session. These sessions will focus on scaffolding writing instruction for ELLs. The rationale for holding for these PDs is that more of PS 380's ESL students were proficient on the listening and speaking sections of the NYSESLAT than on the reading and writing sections. In addition, the results on the 2011 ELA exam showed that fourth and fifth graders need additional support in reading and writing. These PDs will be provided by PS 380's two certified ESL teachers, Kathleen Moore and Donna Rodriguez. Materials for these sessions will include Effective Instruction for English Language Learners; Jacobson, Johnson and Lapp; Guilford Publications; 2011 and Teaching Reading in Multilingual Classrooms; Freeman and Freeman; Heinemann; 2000 as well as current research-based articles on teaching ELLs. Ms. Moore and Ms. Rodriguez receive training and professional development on an ongoing basis from PS 380's CFN. Ms. Moore has attended three professional development sessions with Ms. Betty Ortiz and both teachers have met individually with Ms. Ortiz. Topics for these sessions have included curriculum design for ELLs, writing instruction for ELLs, and ELA and NYSESLAT item analysis. Ms. Moore and Ms. Rodriguez have turn-keyed this information to teachers at monthly grade conferences. In addition, Ms. Ortiz will conduct a training session at PS 380 for all teachers in the Saturday Academy, including the ESL teachers, prior to the start of the program.

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: PS 380 will hold three meetings for parents of ELLs. The first meeting will introduce parents in the K-5 Saturday Academy to the strategies and scaffolds used in this program. The second meeting will be for the parents of the fourth and fifth graders who are in the afterschool program. It will focus on the scaffolds and strategies used in this program. The third meeting will be open to both groups of parents. It will focus on ways parents can promote literacy in the home and aid their children in learning English. Activities will include looking at cognates in English and Spanish, and the importance of reading to children in both their first language and English. All meetings will be facilitated by ESL Teachers Kathleen Moore and Donna Rodriguez. Translation services at these meetings will be provided by Parent Coordinator Lina Camporese and other school staff. The rationale for these meetings is that research shows that children are more likely to succeed in school when parents who are informed about their child's educational opportunities and experiences.

Part E: Budget
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.
Allocation Amount: $

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem		
Purchased services • High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		